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ABSTRACT

The guide describes the components of a comprehensive infant program for hearing impaired children 0-3 years of age and their parents. Primary focus is upon a home-centered, parent-guided, natural language approach to learning, based upon the child's daily activities. An interdisciplinary professional staff guides the parents in the individually prescriptive oral and aural program. A parent-teaching program developed and supported through sustained parent guidance and education is central to the educational design. Outlined are guidelines for the development of the infant program and for parent guidance and education, integration of the child into a regular nursery school, principles of language development, parent-child interaction patterns, and evaluation methods. Stipulated for each of eight age levels during the first 3 years of life are an overall goal; program objectives for child and parents; desired developmental patterns in neurological, cognitive, social, and language areas; suggested daily home activities; sample phrases to use with the child; and a sample experiential activity. Also described are objectives and principles of the individual teaching program, experience charts, and auditory training. (KW)

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CURRICULUM GUIDE

HEARING-IMPAIRED CHILDREN

-BIRTH TO THREE YEARS-

AND THEIR PARENTS

(A Family-Oriented, Home-Centered Program)

-1971-

Winifred E. Northcott, PhD.
Editor

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Developed by:
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Winifred E. Northcott, PhD., Project Director

State Department of Education
St. Paul, Minnesota 55101
Grant No. OEG-0-9-330322-4538(618)

and

Minneapolis Public Schools
Special School District #1

*UMISTAPS - University of Minnesota
State Department of Education
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INTRODUCTION:

It is hoped that professional individuals using this Curriculum Guide will share with us their suggestions for expansion and appropriate modification of the material included to date. The writing team acknowledges with appreciation the guidance and direction and substance furnished by specialists in the field of early child development who have served as consultants to the UNISTAPS Project. They are: Dr. Shirley Moore, Professor, Department of Child Psychology, University of Minnesota; Dr. Nicholas Anastasiow, Professor and Director, Institute for Child Study, University of Indiana; Dr. Donald Moores, Associate Professor of Special Education and Director, Research and Development Center for Handicapped Children, University of Minnesota; Dr. Audrey A. Simmons, Professor, Washington University and Director of Aural Rehabilitation, Central Institute for the Deaf; Dr. Merle Karnes, Professor of Educational Psychology, Institute for Research on Exceptional Children, University of Illinois; Doreen Pollack, Director of Speech and Hearing Services, Porter Memorial Hospital, Denver, Colorado; Jean Moog, Nursery Coordinator, Early Education Project, Central Institute for the Deaf; Sister Arlene Eveld, Coordinator, Primary Department, St. Joseph's School for the Deaf, St. Louis.

Portions of EDUCATIONAL GUIDELINES: A FAMILY-ORIENTED PRESCHOOL PROGRAM FOR HEARING-IMPAIRED CHILDREN IN MINNESOTA have been included in appropriate sections of this draft. These EDUCATIONAL GUIDELINES are the State Plan for preschool hearing-impaired children and were approved by the State Board of Education in April, 1968.

The abstracted material relating to tentative expectations by months in terms of neurological, cognitive and language development has been furnished by:

> Dr. Nicholas Anastasiow, Professor and Director, Institute for Child Study, Indiana University.

The writing team is indebted to Daniel R. Boone, for his delineation of Infant Speech and Language Development in terms of decoding and encoding by age in months (Volta Review, 1965, 67, 417-419). This material was adapted, incorporated into the objectives and listed as "tentative expectations" at the appropriate age level for a hearing child with normal hearing (not a hearing-impaired child).

The summer writing team (1970 and 1971) was composed of the following individuals:

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THE FOLLOWING PAGES OFFER A DESCRIPTION OF THE

COMPONENTS OF A COMPREHENSIVE INFANT PROGRAM

FOR CHILDREN 0-3 YEARS OF AGE.

GUIDELINES FOR THE DEVELOPMENT OF AN INFANT PROGRAM

FOR THE HEARING-IMPAIRED, 0-3 YEARS OF AGE

The primary focus is upon a home-centered, parent-guided, natural language approach to learning, utilizing the infant's daily activities. An inter-disciplinary professional staff serves the child and his family.

The primary goal is the development of emotionally stable, confident, and competent families who can provide a stimulating learning environment for the infant in his home. A parent-teaching program developed and supported through sustained parent guidance and parent education is central to the educational design.

Premise: Every hearing-impaired child, 0-3, and his family is entitled to an individually prescriptive oral and aural program appropriate to their needs. The schedule of visits, the nature of auditory and linguistic stimulation, and amount of individual and group therapy and education for parents is dependent upon:-

1. the child's functional use of residual hearing
2. intellectual and social ability of the child
3. the relationship between parent and child

Design of an Individual Program: This is dependent upon provision for

1. assessment and prescription on the basis of individual need
2. on-going evaluation with appropriate modifications in program
3. qualified supervision of the professional staff
4. multiple educational options
5. annual evaluation of the program
6. in-service training for members of the inter-disciplinary staff.

Goal: Children

It is expected that the number of hearing-impaired children who can effectively advance to their neighborhood nursery school or kindergarten in their local school district, with supplemental instruction in audition, speech and language, will be increased significantly.

Behavioral Objectives: Children

1. Development of reliance upon receptive and expressive language as a normal means of communication

2. Enrichment of auditory experience to insure optimum use of residual hearing

3. Spontaneous ability to use voice purposively in communication, monitoring its volume, despite imperfect speech and immature language patterns.

4. Increased maturity to a level compatible with the child's age and stage of development.

Diagnostic and Evaluative Workups **

Prior to the educational programming for a preschool hearing-impaired child, the following examinations must be completed:

1. Medical examination
2. Otological examination
3. Audiological evaluation
4. A clinical psychological examination if there is a question of disability beyond the hearing loss.

** Educational Guidelines: A Family-Oriented Preschool Program for Hearing-Impaired Children in Minnesota. State Department of Education. page 3.

Goal: Parents

The development of confidence and competence in providing appropriate auditory and language stimulation of the child in his home, based upon a realistic assessment of his abilities and hearing loss.

During the child's first three years of life, his parents are the pupils and the primary focus is upon parent guidance and parent education. Although the counselor/tutor remains the central figure in designing the educational program for the infant and his family, other members of the inter-disciplinary team of resource specialists are also essential to the successful interaction of parents, child and teacher. They include

teacher of the hearing-impaired

child psychologist

educational audiologist

speech and language therapist

occupational therapist

social worker

health representative

Instructional Program: Components

The individual components of a comprehensive preschool program for a child from birth to thirty-six months of age, are as follows:

1. Parent guidance and counseling (individual and group) and parent education
2. Nursery school experience with hearing children
3. Mother-child nursery school experience hearing-impaired children only, (when appropriate)
4. Parent-teaching program (in a Demonstration Room or Home or family domicile)
5. Individual teaching of the child. The parent participates in the auditory and language stimulation activities

6. In-service training of nursery school teachers
7. Site visitations of nursery schools serving hearing-impaired children
8. Home visitation. Initial visit by teacher (school nurse or social worker, if available)

The Parent-Teaching Program:

"An effective preschool program for a hearing-impaired child involves a series of guided experiences for the child and his parents in both an individual and group setting, under the direction of an individual holding appropriate professional certification. Such a program offers a firm foundation for the development of connective language and utilization cf residual hearing by the child in a setting of various learn-by-doing situation."*

The ccunselor/tutor remains the central figure in relating to parents and child, calling upon other members of the inter-disciplinary team when appropriate.

Schedule of Visits: There is a wide variation in educational programming for the hearing-impaired child and his family. The skill of the parent and the child's progress in language acquisition govern the pattern. Generally, the visit of mother and/or father and child is scheduled for one hour and at one week-intervals, initially. The interval between parent guidance sessions may be gradually extended as the parents' progress reports demonstrate their understanding and successful application of the "natural language" approach to auditory and cognitive stimulation. The emphasis shifts from parent counseling to parent involvement in auditory and language stimulation with teacher guidance.

*Educational Guidelines: A Family-Oriented Preschool Program for Hearing-Impaired Children in Minnesota. (Approved by the State Board of Education, April 11, 1968)

The individual guidance program is supplemented by group meetings of parents with a variety of discussion leaders, a parent education program and separate meetings for fathers and grandparents.

The child, as he reaches the age of 2½-3, is programmed into a group educational experience with supportive teaching as a supplement.

The Multihandicapped Child and his Parents

Diagnosis and evaluation are often imprecise as they relate to the very young hearing-impaired child who may give additional evidence of a physical, social, or mentally-handicapping condition that interferes with normal speech and language growth.

A child suspected of being multihandicapped may be accepted for diagnostic teaching to determine whether he would benefit from a special education program for hearing-impaired children.

The parents of a multihandicapped child should decide whether they wish to join the "mainstream" of parents for group guidance in addition to receiving separate group and individual guidance. The goals and objectives designed for parents of multihandicapped children should give realistic support to their present level of need and learning based upon the child's demonstrated level of ability.

The need for periodic re-evaluation and modifications in educational programming requires careful follow-up by an appropriate staff member or members.

Site

The child's home, the resources of his community, and the Minneapolis public school building itself combine to offer potential stations in which parent guidance and child-instruction may take place. The responsi-

bility to initiate a program for a preschool child lies with the individual school district of residence. It may elect to:

1. use its own facilities and personnel to provide program
2. contract with a public school regional preschool program
3. pool its resources to develop a regional, inter-district program.

Parent Guidance

The vast majority of parents have no previous acquaintance with deafness and therefore no prior skill from experience to draw upon initially. The counselor's first responsibility is to address to the parents' attitudes and feelings as individuals. Later on, attention can be focused upon appropriate language and auditory stimulation of the child.

During the infant years, the child's behavior reflects the emotional climate in his home. The habits of seeing, listening, and thinking are cultivated in a child by his parents in connection with his daily activities. The parents are directed by a professional (generally a teacher of the hearing-impaired) who encourages the family to be reasonably consistent in their demands and expectations.

There are innumerable facets of the child's growth and development to be touched upon, as the child's behavior or the parents' questions dictate, in an individual or group guidance session and as part of the individual teaching program (see section relating to Individual Teaching).

family relationships
independence in play
self-help
discipline
motor coordination
child-motivation
management of time
interest in being read to
selection and use of toys
use and management of hearing aid
Use and management of physical environment

sibling relationships
social interaction
motivation level
diversity of later educational options
auditory and visual attention span
auditory attention, discrimination, memory
visual skills, including speechreading
linguistic growth
awareness of community & state resources

The basic emphasis at all times is upon audition supplemented by speechreading clues, when appropriate, for discrimination of environmental sounds and comprehension of meaning through the spoken word.

Parent Education *

There is a common body of interdisciplinary knowledge which must be presented to parents in group meetings and subsequent question-and-answer periods generally held once a month in the evenings. Parents learn from each other as well as from various specialists invited by the counselor to furnish information in the following areas:

1. Understanding and acceptance of feelings and attitudes about themselves as individuals and as the parents of a handicapped child
2. Knowledge of the auditory defect itself and its implications for the training of residual hearing
3. Understanding the stages of linguistic growth in children
4. Acquaintance with the physical, social, emotional, and intellectual characteristics of preschool children
5. The characteristics of a stimulating home environment
6. Promotion of receptive and expressive language through the linkage of conversation with child-centered active in the home

Selected parents may give evidence of emotional distress and general disorientation making it extremely difficult to relate to the basic educational program being offered the child and his family. A teacher of the hearing-impaired is not equipped to serve in the complex areas of psychological counseling. Referral services are appropriate and essential in such cases.

*A full description of a comprehensive infant program is to be found in the chapter: Infant education and home training, in Speech for the deaf child: knowledge and use. Alexander Graham Bell Association for the Deaf, 1537

PLACEMENT OF A HEARING-IMPAIRED PRESCHOOL CHILD IN A NURSERY SCHOOL FOR HEARING CHILDREN

There is significant educational value in the placement of a hearing-impaired preschool child in a nursery school for children with normal hearing. He is offered the valuable experience of listening to the natural speech and language of children his own age and interest level presented with a wide range of pitch and lively intonation patterns. Furthermore, the hearing-impaired child is highly motivated to use some form of oral communication in self expression.

Since the language concepts are presented in connection with child-centered activities at the moment of occurrence the deaf or hard-of-hearing child begins to think, to reason and to conceptualize in terms of words. He gradually becomes wordminded although his expressive vocabulary may be extremely limited.

This early bombardment of auditory experience and language encourages the child's dynamic use of residual hearing. It makes him a more effective hearing-aid user. In nursery school, the hearing-impaired child also gains vital impressions about appropriate behavior options for coping with the pressures and challenges of daily living.

An integrated nursery program furnishes parents with the first opportunity to realistically assess and appreciate their hearing-impaired child's abilities as well as his limitations. Frequently, it serves the important purpose of decreasing an excessively dependent relationship which may have developed between a mother and her young hearing-handicapped child.

In general, acceptance of the hearing-impaired child by the group depends largely upon his constructive contribution to the group's activity.

Upon admission, the child's interests and abilities rather than his linguistic level should determine his assignment to a suitable group of hearing children.

Criteria for Placement in an Integrated Nursery:

The placement of a hearing-impaired child in a nursery for hearing children is not automatic. Prior to the age of 2½-3 it is not appropriate because children at this developmental level are not relating well to each other in terms of sharing, exchanging conversation, or enjoying social play activities.

If the child's hearing loss was diagnosed recently and there has been no parent guidance to insure transfer and maintenance of educational gains through home stimulation, he is not ready for placement in a nursery school. He is not a suitable candidate if the body aid has just been a acquired and he is unaware that the hearing aid brings in meaningful environmental sounds, including speech, or that he must listen and look at faces to gain understanding from moving lips and facial expressions.

This leaves for consideration most children around the age of three, regardless of the severity of loss, who are appropriate candidates for an integrated nursery setting.

The ideal situation would be a single hearing-impaired child in a nursery school. Practical experience indicates an effective ratio is one hearing-impaired child to four or five with normal hearing.

Site Visitation and In-Service Training: The smooth adjustment of a hearing-impaired child into a regular nursery school will require an immediate visit from the specialist who has assumed the leadership role in comprehensive programming for the child and his family. The child's special needs will be described through demonstration and discussion.

The nursery school staff should expect an invitation to periodic special education in-service meetings where they can gain added knowledge about a hearing deficit and its implications for the development of communication skills as well as the care and management of an individual hearing aid.

The nursery school teacher should expect to participate in a comprehensive case conference called for a hearing-impaired child in her program. Many nursery schools encourage a practice of having their teachers make home visits prior to the opening of school. This should be encouraged in the case of a hearing-impaired child as well.

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COMMUNICATION WITH A HEARING-IMPAIRED PRESCHOOL CHILD

Winifred Northcott, PhD.

1. If a deaf or hard-of-hearing preschooler has worn a hearing aid for six months, he may have a "listening age" of only six months. Prior to that time, he hasn't heard conversation directed to him and, therefore, he is not talking in sentences. There may be complications due to other defects and/or lags in development.

   You can help sound become more meaningful speech and language to the toddler by speaking in short sentences about his experience of the moment. Just as a hearing child understands vastly more than he can express orally, so a hearing-impaired child's lipreading or speechreading vocabulary is more extensive than his spoken vocabulary.

2. Get down to the child's eye and interest level when speaking.

3. Specifically talk when the child looks up. If he looks away, keep on talking! Lipreading plus aided hearing is an ideal combination. However, do not assume the child receives nothing if he is not watching.

4. Keep your sentences short and meaningful. Link them with the child's own activities or with something he can see or touch. ("It broke. Too bad!" when he shows you a broken crayon.)

5. Accept a child's gestures, words, and phrases however imperfect. As an adult, do not gesture but use your eyes to convey meaning as a supplement to talking to him. Your role is to expand his utterance into a full sentence. "Baby-cry-milk," a tot might say. "Oh, oh, the baby's crying. Here's his milk. He's hungry."

6. Expose a preschooler to interesting, natural conversation about his toys, clothes, activities, and interests. Don't put your hand on his throat, chest, nose, cheek to coax sounds. Spontaneous words will be spoken by a child only after they become part of his stable receptive vocabulary. ("There can be no expression without impression.")

7. Speak in a natural, clear voice facing the light so that your lips are easily visible. Since the hearing aid does the magnifying there is no need to raise your voice. Natural facial animation is a great asset.

8. A child responds first to the intonation and rhythm of speech rather than to the substance of conversation directed to him. Normal change in pitch and loudness are valuable clues to a hearing-impaired child trying to understand what you are saying. If you speak without voice your lip movements will be exaggerated.

9. Say a sentence once. If a child doesn't understand it do the activity yourself, telling him in a simple sentence what you are doing. "Turn the water off." Then, if there is no response, "I'll turn the water off."

10. It is a strain to listen and look all day long. Provide appropriate rest periods for the hearing-impaired toddler when he seems fatigued.

11. Be gentle, be loving, be consistent in your discipline, but above all be honest. If a child's actions are unsatisfactory, say no. If he hasn't the understanding of your scolding, he is reading much from the provoked expression on your face. An affectionate tone of voice should be accompanied by a physical contact-pat or caress.

THE PRIMARY EMPHASIS DURING THE INFANT YEARS, FROM BIRTH TO THREE YEARS OF AGE, IS UPON COMPREHENSION OF LANGUAGE, WITH A RICH VARIETY OF ADULT INPUT THAT IS RELATED TO A WIDE VARIETY OF CHILD-EXPERIENCES AT THE MOMENT OF OCCURRENCE.

PARENTS AND TUTOR DO CARE WHAT A YOUNG CHILD ATTEMPTS TO SAY, BUT THEY ARE NOT CONCERNED WITH THE PRECISION OF HIS ARTICULATION. SPEECH AND LANGUAGE ARE NOT SYNONYMOUS AND PARENTS MUST BE TAUGHT THE DIFFERENCE.

PARENTS ARE GUIDED TOWARD ESTABLISHING CORRECT SPEECH ATTITUDES IN THEIR CHILD WHICH MOTIVATES HIM TO USE THE LANGUAGE HE HAS WITH INCREASING INFELCTION AND MORE NORMAL VOICE QUALITY. IT IS EXPECTED THAT THE CHILD'S COMPREHENSION OF SPOKEN LANGUAGE RELATING TO HIS DAILY ACTIVITIES WILL FAR OUTDISTANCE HIS CAPACITY FOR SELF-INITIATED CONVERSATION.

LANGUAGE AND VOCABULARY, 0-3

The following phrases or sentences are samples of language mother can use during daily activities involving her hearing-impaired child. It is assumed that the parent will keep in mind that she should:-

1. Use spontaneous natural language appropriate to the situation, without "baby talk."

2. Use short phrases related to the length of the child's auditory and/or visual attention span. They should be appropriate for the child's interest and language level.

3. Be at the child's eye level to encourage optimum listening and speechreading.

4. Initially, Present language at close range and without waiting for visual attention. Then repeat, if necessary, waiting for the child's glance before speaking.

5. Make use of give-and-take situation for language input.

6. Encourage the child's awareness of the sounds of his environment:

   a) Voices laughing, crying, coughing
   b) Toys and Pets
   c) Household sounds

7. Avoid frightening the child with loud sounds. Always call attention to the source of the sound.

8. Mother is expected to record in her personal notebook the specific words, phrases, or sentences that the child understands without situational clues or that he attempts to say spontaneously.

9. Parents need periodic reminding that children move in a spiral of learning, through repetition and expansion. Thus the language directed to a child should be repeated in new situations during the day when it is appropriate.

The stages of development of receptive and expressive language are invariant. They follow in a sequential order. Several thousand hours of

listening are required before a child with normal hearing says his first word spontaneously at 12-18 months of age. The stages of receptive langauge are as follows:-

1. exposure
2. awareness
3. absorption
4. perception (situational comprehension)
5. freer comprehension

The stages of expressive language are as follows:-

1. vocalizing (noises)
2. babbling
3. holophrastic (one-word sentence); naming (including well-inflected jargon)
4. echolalia (imitating without comprehension)
5. telegraphic speech
6. freer expression - use of transformations

"There can be no expression without impression" reads the cliché. When a concept is presented in a wide variety of contexts, its multiple meanings become apparent to the child. This enables him to read with comprehension in later years. (e.g. A parent would naturally use the word "soft" and build up the meaning of the concept through conversation related to daily activities. "Walk softly - the baby is sleeping; pat the kitty - he's so soft. Hurry up, your ice cream is getting soft. Do you want the soft pillow or the hard one?")

* McNeill, D. Developmental psycholinguistics. In F. Smith and G.A. Miller(eds)

GENERAL PATTERN OF INTERACTION: PARENT

1. Speak close to the child in a normal tone of voice.
2. Pause for the child's action or verbal response.
3. Repeat if necessary so child can view parent's face for added speechreading clues.
4. Pause again for the child's response.
5. Initiate action and offer appropriate language.

The ideal listening distance is "the closer the better". The best speechreading distance is 3 feet from the child.

GUIDING PRINCIPLES: PARENTS

1. Physical punishment is generally inappropriate for a young child (negative reinforcement)
2. Learning is enjoyable - keep it so for the child. Parent language relates to the child's experiences and wants as they occur.
3. Positive reinforcement of small increments of progress.
4. Honesty and directness in counselor - parent relationship.
5. Wait! Listen! to the child's total response (verbal, meta-communications, gestures, pantomine, soundless speech.) Expand the child's response into an appropriate sentence.
6. Provision of opportunities for child growth through appropriate experiences and family interaction.

LANGUAGE DIRECTED TO THE CHILD

1. Language must be dramatic.
2. It should be at the sensori-motor level. (related to the child's activities.
3. It must involve the child actively.

4. Use should be made of auditory and speechreading clues by a parent to increase ease in comprehension.
5. Language should be presented in various forms, with variety of inflectional patterns, sentence length, and phrasing.

THE PARENT TEACHING PROGRAM

Two former classrooms in a Minneapolis public school have been remodelled into two efficiency "apartments" with kitchenette, hide-a-bed, comfortable furniture, pictures, mirrors, and a coffeepot bubbling continually.

With two tutors teaching at one time, the two rooms are full of activity. The pattern of a one-hour visit is as follows:-

1. Welcome to mother and child.
2. Check on child's hearing aid, inquiring about its functioning.
3. Initially, the tutor demonstrates a specific experiential activity and the parent observes. Gradually the parent is drawn into the lead role while the tutor offers suggestions relating to use of environmental sounds, appropriate inflectional patterns, and natural language.
4. The last 20 minutes are devoted to questions and answers by parents and teacher

Reminders to parents, as the experiential activities unfold:-

1. Involve the child in as many normal everyday activities as is reasonable considering others in the family.

2. It takes time and patience to surround a young child with language and appropriate auditory experience. Some days it's impossible:

3. When the light is on a parent's face, speechreading is easier.

4. During the early months a parent's concern should be with the "feeding-in" of language rather than the child's expression.

5. Desirable vocalization must be rewarded immediately for positive reinforcement to be effective. A child soon learns he is expected to "talk" to get parent response.

6. As soon as a child can understand and respond to a request or statement, a parent should eliminate eye clues.

7. The child's maximum utilization of residual hearing depends upon the nature of his auditory experience. Parents can help their children to hear, recognize, and respond to such sounds as ... an alarm clock, mixer, lawn mower, car horn, jet, doorbell, flushing of a toilet, refrigerator motor, garbage disposal, radio, TV, stereo, etc. Appropriate environmental sounds depend upon whether a child lives on a farm or in a city.

A Parent's Notebook: A tutor strongly encourages every parent to keep a looseleaf notebook, for private use, in which to record her child's starts, stops, and spurts in every aspect of child growth and development. The notations are made periodically, not daily.

In the months and years to come, this becomes a source of comfort in terms of a review of the progress made to date and a support to other parents beginning the observations of their younger child with a similar chronicle of events.

The tutor may begin with the suggestion that a parent list the simple headings "Specific Speechreading Phrases" and "Attempts to Say." On two separate page.

e.g.	Specific Speechreading Phrases (Changing the wording for additional meaning in future months) -	"Daddy's coming.	7/8/70
		Let's go outside.	7/9/70
		It's time for a bath.	9/2/70
	"Attempts to Say"	a crooning sound when rocking doll	7/9/70
		loud voice, gesturing, three and four-vowel babbling to call my attention to a brush fire next door	7/24/70
		imitated "aw gaw" when I said, "Your ice cream is all gone. You ate it all up	11/9/70

In subsequent visits, additional headings may be added as appropriate:

1. Sounds child recognizes
   A. Environmental (indoors, outdoors)

B. Voices - (members of family)
C. Speech in a language setting (Sentences)

2. Developmental changes (sleeping, toileting, eating habits)

A. Motor development
B. Length of visual attention span
C. Behavior

3. Personal - Social interaction

A. Father's role
B. Sibling relationships
C. Attitude toward strangers
D. Problems with relatives; Neighbors

4. Medical and audiological information

A. Hearing aid malfunction and repairs
B. Diseases
C. Treatment (especially middle ear disease)

MOTHER'S NOTEBOOK - continued

The notebook is mother's personal property. She makes reference to items written in it, during the guidance session with the tutor. At the conclusion of the session, mother may jot down the "Specific Guidance" offered by the tutor, which is to be discussed at the next meeting in terms of mother's progress report.

THE CHILD'S SCRAPBOOK

A parent is strongly encouraged to develop a child's scrapbook of the experiences they have shared at home. Often, a mother who is incapable of making periodic notations in her notebook about the child's stages of language and motor development is an obvious "star" in capturing the excitement of a lost kitten, a birthday party, or a new tooth through stick figures and appropriate magazine pictures, with a printed sentence or two below.

If the notebook consists of strong, colorful pages and loose leaf rings, it is easier for the child to enjoy the book by himself.

A parent is encouraged to add a page just after the enjoyable exper-

ience is concluded. Children enjoy helping to paste the pictures, and coloring the black and white drawings.

The book elicits conversation, it serves as a "diary" and visitors are encouraged to enjoy its contents shown by a proud owner.

An occasional page may have some extra color, texture, or movable part. One mother found pictures of a bottle of shoe polish and a pair of shoes which they pasted in the book after she and her child had polished their own shoes. The mother had also made a small cardboard applicator with a "puff" on the end. The child enjoyed taking the toy applicator out and pretending to polish his shoes each time he looked at his book. The scrapbook should contain pictures of significant relatives and their names.

The scrapbook can be brought to the Demonstration Room and sometimes the tutor (or mother) will add a page portraying the activity of the day.

A TUTOR'S DEVELOPMENTAL LOG

It is desirable for the counselor to evaluate each visit from the parents' and child's point of view.

How much did the parents participate?

Were they brought into the play-learning situation? into the experiential activity?

If difficulty arose, how was it handled?

Have the parents been given specific objectives to carry out before the next meeting?

Is there general response on the part of parents?

Have they gone away complacent, disheartened, inspired?

The focus during guidance sessions, once or twice a week at the outset, gradually shifts to an emphasis upon parent-child-teacher involvement in activities which encourage auditory memory and expansion of receptive and expressive language, as the parents' progress reports indicate acceptance of their attitudes and feelings on having a handicapped child.

EVALUATION

The psycho-educational diagnostician is usually and most desirably his teacher, funtioning in the home or school setting, who appraises the child's response to learning tasks structured on the basis of behaviorally-stated objectives and goals. As she teaches she diagnoses to determine how the next learning task should be designed and the educational plan modified for the child and his parents." **

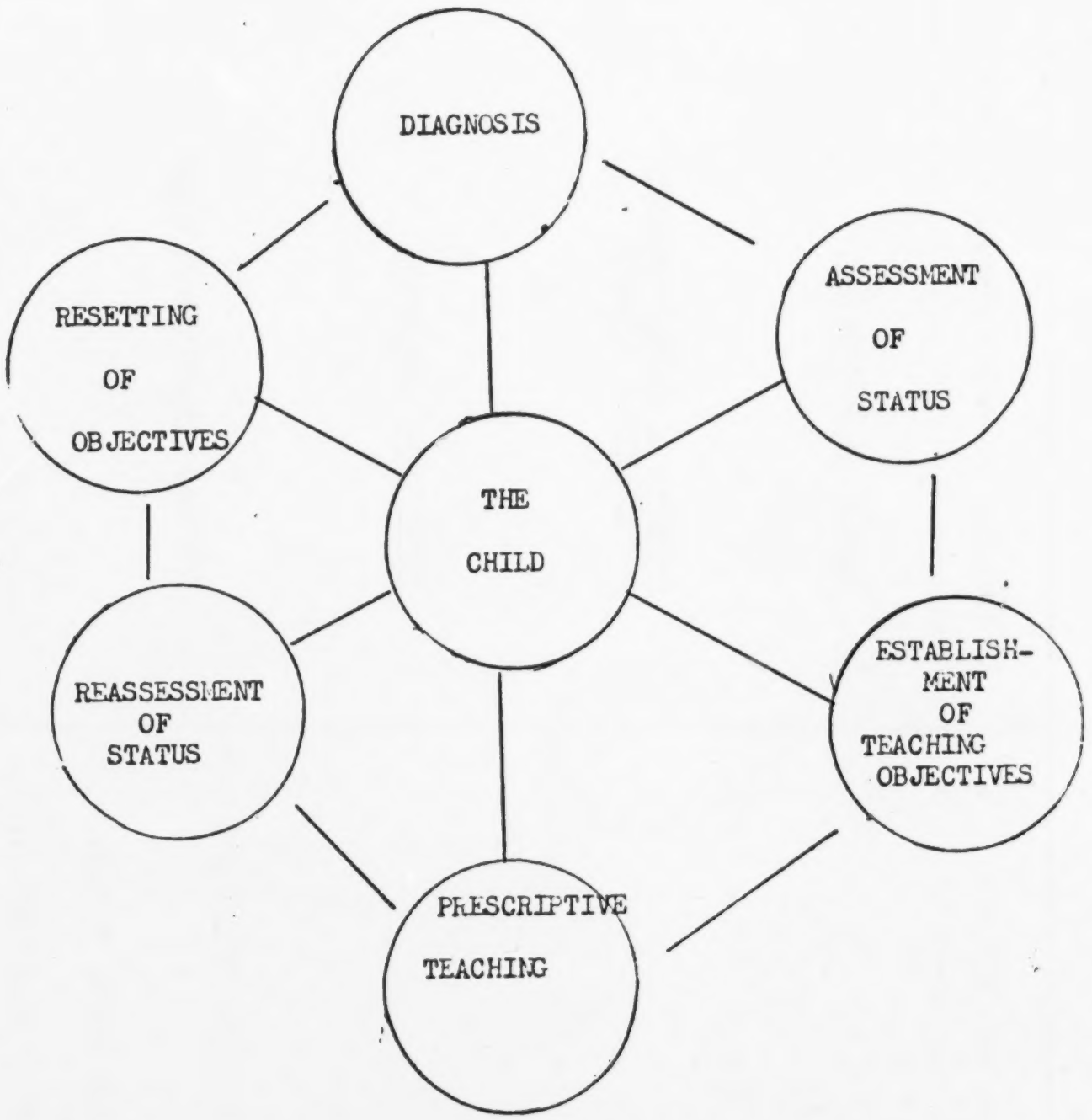
Data may be accumulated in several forms:-

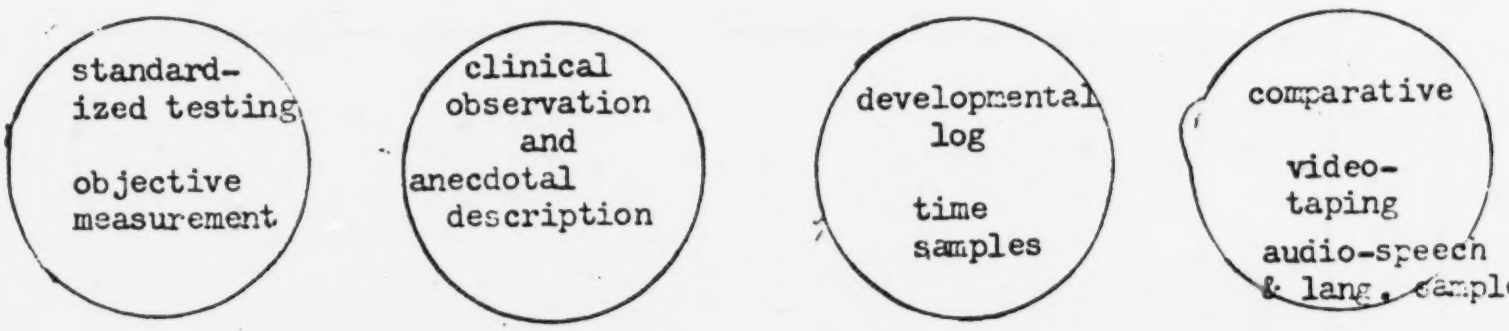
1. Standardized testing and objective measurement.
2. Clinical observations and anecdotal description
3. Developmental logs; time samples
4. Comparative video-taping and recorded speech samples.

** Educational Guidelines: A Family-Oriented Preschool Program for Hearing-Impaired Children in Minnesota. Approved by State Board of Education, April 1968.

EVALUATION

UNISTAPS* Project
Special Education Section
State Department of Education





"The psycho-educational diagnostician is usually and most desirably the child's teacher and the diagnosis is carried out as an integral, on-going part of the education of the preschool hearing-impaired child. The teacher may function in the home or in a classroom setting."

.....Educational Guidelines: A Family-Oriented Preschool Program for Hearing-Impaired Children in Minnesota. Approved by State Board of Education, April '68.

(Adaptation of Form developed at Central Institute for the Deaf,
Parent-Infant Home Demonstration Program)

DATE _____ WEEKLY REPORT FOR _____ BY _____

ACTIVITY	CHILD'S BEHAVIOR	BEHAVIOR OF ADULT ACCOMPANYING CHILD
		Quality of interaction
		Response to child's gestures, expressive language
		Inflectional patterns
	Came wearing hearing aid	Behavior management of child
	Used aid during session	
	Number of hours worn	

CHILD'S LANGUAGE

RECEPTIVE	EXPRESSIVE
Auditory Attention and Discrimination	Examples
1. Hears It:	Vocalizing:
2. Localizes:	Babbling:
3. Responds:	Voiceless speech:
Speechreading (Multisensory)	Holophrastic: (one-word sentence)
1. Specific	Echolalic: (generally without meaning)
2. General	Telegraphic: (Words) (Phrases) (Sentences)
	Free expression:
	Gesture language

"HOMEWORK FOR PARENTS"

---

1. Mother's activities of past week:

2. Father's activities of past week:

3. Parents' questions:

4. Suggestions to Parent:

Next Scheduled Visit:

Modification of

Infant form developed at
Central Institute for the Deaf
St. Louis, Missouri

Adapted by:

Staff: Family-Oriented Infant Program, 0-3
Whittier School, Minneapolis, Minnesota
(Laboratory facility for
UNISTAPS* Exemplary Early Childhood
Education Project for Hearing-Impaired
Children, 0-6, and their Families (P.L.90-538)
Winifred H. Northcott, PhD., Director

DIFFERENTIAL DEVELOPMENT SCALE FOR HEARING-IMPAIRED CHILDREN

(Adaptation of Kansas University Medical Center Boone, Watson-Pickles Scales)

VISUAL

____ Give little or no attention to speech

____ Has begun to pay purposive attention to speech

____ Attends purposively to speech but shows no evidence of comprehension

____ Understands speech with situational guidance.

PREVERBAL

AUDITORY DISCRIMINATION

Awareness of

____ Environmental Sounds

Examples: _____

_____

____ Voice

____ Music

Conditioned to respond to sound

____ No

____ Yes

____ Distance listening

Discrimination

_____Between 2 gross sounds

____ Among 3 gross sounds

____ Between 2 soft Sounds

____ Among 3 soft sounds

EXPRESSIVE LANGUAGE

____ Silent

____ Vocalizes other than crying

____Babbles

____2-syllable babble

____ Vocalizes back when talked to

DIFFERENTIAL DEVELOPMENT SCALE FOR HEARING-IMPAIRED CHILDREN

(Adaptation of Kansas University Medical Center, Boone, Watson-Pickles Scales)

SPEECHREADING

____ 10 words

____ 10 words phrases

____ 50 words and phrases (1 idea)

____ a sentence with more than one idea (concrete)

____ Conversation with concrete context

____ Conversation with abstract context

____ fairly wide range of vocabulary (over 600 words)

____ Responds to questions

AUDITORY DISCRIMINATION

Awareness of

____ Evnironmental sounds

Examples: _____

_____

____ Voice and/or Child's name

____ Music

Conditioned to Respond to Sound

____ No

____ Yes

____ Distance Listening

Discrimination

___Between 2 gross sounds

___Among 3 gross sounds

___Between 2 soft sounds

___Among 3 soft sounds

___Between 2 words (not in carried phrase)

___Among sentences

VERBAL

Imitative

____ Sounds

____ Words

____ Rhythmic patterns

____ Phrases

____ Sentences

Spontaneous

____ Shouts for attention

____ Babbles phrases (4 syllables or more)

____ Imitates Nu. of syllables after someone (echolalic)

____ Says "mama" or "dada"

____ Says first true words imperfectly

____ Vocabulary-single understandable words (circle 10, 50, 100)

____ Use sentences of two or more words

____ Asks questions

____ Engages in conversation

PHONOLOGY

Articulation

P

B

m

t

d

n

l

k

g

s

sh

ch

j

_____

ah

co

ee

Intonation Patterns

Imitative

____ in syllables

____ in words

____ in sentences

Spontaneous

____ in syllables

____ in words

____ in sentences

Pitch Range

____ monotone

____ other

Comments:

_____

_____

_____

INFANT SPEECH AND LANGUAGE DEVELOPMENT

BY Daniel R. Boone, Ph.D.
with modifications by John Tracy Clinic

Pre-Verbal Level

Child's Name _____

C. A. _____

Date of Test _____

Person Testing _____

Decoding
(Receptive Language)

Age in Months		
1	1.	Quieted by (voice) adult approach. _____
	2.	Activity diminished when approached (by sound) loud sound. _____
2	3.	Attends to human (voice) presence. _____
3	4.	Looks at Speaker's face. _____
	5.	Anticipates feeding (by noises) and visual stimuli. _____
4	6.	Turns head deliberately to (voice) loud sound and will search for source of (voice) loud sound. _____
5-6	7.	Distinguishes between friendly and angry (talking) faces. _____
7-8	8.	Responds when called (gestured to). _____
	9.	Raises arms when mother says "Come UP" and reaches toward child. _____

BOONE SCALE

Pre-Verbal - continued

Encoding
(Expressive Language)

Age in Months		
1	1.	Vocalizes other than crying. _____
2	2.	Differentiated cry for hunger and pain. _____
	3.	Glottal-velar consonants primarily. _____
3	4.	Vocalizes back when talked to. _____
	5.	Chuckles. _____
	6.	Gives vocal expression to feeling of pleasure. _____
4	7.	Babbles a series of syllable repetitions. _____
	8.	Laughs aloud. _____
5-6	9.	Responds appropriately to friendly or angry voice. _____
	10.	Vocalizes displeasure, other than crying. _____
	11.	Babbles to person. _____
7-8	12.	Two-syllable babble. _____

INFANT SPEECH AND LANGUAGE DEVELOPMENT

BY Daniel R. Boone, PhD.
with modifications by John Tracy Clinic

VERBAL LEVEL

Child's Name _____

C. A. _____

Date of Test _____

Person Testing _____

Decoding
(Receptive Language)

Age in Months		
7-8	10.	Looks at daddy when daddy is named. _____
9-10	11.	Activity stops when he (hears) "no-no" or his name. _____
	12.	Responds to verbal requests like "bye-bye". _____
11-12	13.	Likes to listen to words. _____
	14.	Interest begins in environmental noise in test situation. _____
	15.	Gives toy on request (when accompanied by gesture). _____
13-14	16.	Knows own name. _____
15-16	17.	Finds "baby" in pictures when asked. _____
	18.	Recognizes hair, mouth, ears, and hands when they are named. _____
17-18	19.	Responds to simple command as "Put the ball in the chair." _____
	20.	Two objects in box identified. _____

BOONE SCALE

Verbal level - continued

Encoding
(Expressive Language)

Age in Months		
7-8	13.	Shouts for attention. _____
	14.	Sings tones. _____
9-10	15.	Shakes head for "no". _____
	16.	Babbles phrases (4 syllables or more.) _____
	17.	Imitates number of syllables after someone (echolalic). _____
	18.	Says "mama" or "dada". _____
11-12	19.	Says first true words. _____
	20.	Babbles monologue when alone. _____
	21.	Repeats sounds or actions if laughed at previously. _____
	22.	Peak usage of sound repetitions. _____
13-14	23.	Tries definitely to sing. _____
	24.	Speaking vocabulary of 3 words in addition to "mama" and "dada". _____

BOONE SCALE

Verbal level - continued

Decoding
(Receptive Language)

Age in Months		
	21.	Enjoys picture book. _____
	22.	Listens to rhymes and songs for 2-3 minutes. _____
19-20	23.	Can identify 4 objects in box. _____
	24.	Points to any 3 parts of a doll. _____
21-22	25.	Points to any 4 or 5 parts of a doll. _____
	26.	Will follow a short series of related commands. _____
23-24	27.	Carries out 4 directions with ball. _____
	28.	Likes to listen to reason of language, not just the sound. _____

BOONE SCALE

Verbal level - continued

Encoding
(Expressive Language)

Age in Months		
15-16	25.	Speaks 4 to 7 words clearly. _____
	26.	Uses expressive jargon. _____
	27.	Indicates wants by pointing and/or vocalizing. _____
17-18	28.	Speaks 10 words. _____
	29.	Asks for wants by naming milk or cookies. _____
	30.	Talking in form of play with variety of vocalization. _____
19-20	31.	Speaks about 20 words. _____
	32.	Combines words relative to needs: food, water, etc. _____
21-22	33.	Tries to tell experiences. _____
	34.	Combines his words into ideas like "Daddy go bye bye." _____
23-24	35.	Adds 100 new words to vocabulary. _____
	36.	Uses sentences of 2 words of 4 or more syllables. _____
	37.	Speaks about 270 words. _____
	38.	Marked decrease in sound repetition. _____
	39.	Begins to eliminate his jargon. _____
	40.	Nouns predominate, some verbs. Few adjectives and adverbs. _____
	41.	Refers to self by name. _____

A Word of Caution

THE FOLLOWING PAGES CONTAIN DESCRIPTIONS OF BEHAVIORAL OBJECTIVES FOR CHILDREN WITH NORMAL HEARING AND NORMAL DEVELOPMENTAL PATTERNS.

THE HEARING-IMPAIRED CHILD WILL ATTAIN SOME OF THESE OBJECTIVES AT THE STATED CHRONOLOGICAL AGE.

HOWEVER, THE AUDITORY OBJECTIVES WILL BE DELAYED. PROGRESS TOWARD THEIR REALIZATION IS DEPENDENT UPON THE DEGREE OF HEARING LOSS, AGE OF ONSET OF LOSS, AGE OF IDENTIFICATION, PROVISION OF FULL-TIME MONAURAL/BINAURAL AMPLIFICATION, WHEN APPROPRIATE, AND ON-GOING STIMULATION IN THE DEVELOPMENT OF AUDITORY ATTENTION, DISCRIMINATION AND AUDITORY MEMORY. OTHER FACTORS INFLUENCING PROGRESS MAY BE PHYSICAL OR EMOTIONAL.

EXAMPLES OF EXPERIENTIAL ACTIVITIES ARE INCLUDED TO DEVELOP WITH CHILDREN AS PART OF THE PARENT-TEACHING PROGRAM.

THE SAMPLE IS OPEN-ENDED IN THE SENSE THAT IT OFFERS TYPES OF EXPERIENTIAL ACTIVITIES ONLY AND MUST BE SUPPLEMENTED OR MODIFIED AS APPROPRIATE FOR CHILDREN OF VARYING AGES.

A MOTHER, WHEN ASKED, WILL GIVE GOOD SUPPLEMENTAL SUGGESTIONS FOR ADDITIONAL ACTIVITIES RELATING TO THE SPECIFIC INTERESTS AND ABILITIES OF HER OWN CHILD

INITIALLY, THE COUNSELOR ENGAGES IN THE ACTIVITY WITH THE CHILD WHILE THE PARENT WATCHES. GRADUALLY, SHE IS DRAWN INTO THE LEAD ROLE WHICH ENABLES THE COUNSELOR TO CONCENTRATE ON PROVIDING GUIDANCE AND DIRECTION TO THE PARENT.

0-16 weeks of age

(Normal hearing-Normal behavior)

Goal:

A multi-sensory stimulation of the hearing-impaired infant to encourage his awareness of human voices and limited environmental sounds.

Objectives: The infant will give evidence of:

Awareness of faces.

Awareness of sounds made by crib toys and family voices.

Awareness of music

Solace from the spoken word (close to the ear).

Ability to sit with support in an infant seat.

Random gurgling.

Looks at speaker's face.

Turns head in response to voice close to the ear.

Objectives: Parents The parent will give evidence of:

Confidence in talking and singing close to the infant's ear.

Provision of appropriate "sound" toys for the baby

Reinforcement of the bab's gurgles by "answering" immediately

Provision of kinaesthetic, auditory, vocal experiences for the baby

Provision of good physical care appropriately cycled.

NEUROLOGICAL, COGNITIVE, AND LANGUAGE DEVELOPMENT OF CHILD 0-3
WITH TEACHER GOALS FOR PARENTS AND SUGGESTED HOME ACTIVITIES
(From Lennenberg; Gessel, Ilg; Piaget and Staff:
Family-Oriented Infant Program-Minneapolis P.S.)

At the Completion of:	0-16 weeks (Tentative expectations only)
NEUROLOGICAL DEVELOPMENT	Supports head when in prone position; weight is on elbows; hands mostly open; no grasp reflex until 16 weeks; (Lennenberg) Plays with rattle placed in hand by shaking and staring at it; head is self supported; tonic neck reflex is subsuding. (Lennenberg) Has developed good control over eye muscles and can focus in an 180' arc. (Gesell)
COGNITIVE DEVELOPMENT	Primary Circular Reaction (Piaget) 1) Beginning of pseudo-imitation (accommodation) 2) Beginning of "Meaning"-Different responses to different objects 3) Some responses have apparent functional autonomy
LANGUAGE DEVELOPMENT	Markedly less crying than at first few weeks; when talked to and smiled at, he smiles, squeals, and gurgles or coos which is vowel-like in character and pitch modulated; sustains cooing or gurgling for 15-20 seconds. At four months turns head in response to a speakers voice and seems to search for source of voice with his eyes. (Lennenberg, Gesell) Begins chuckling.
TEACHER'S GOALS FOR PARENTS:*	Exposure to parent's voice and environmental sounds during all the infant's waking hours.
HOME CENTERED DAILY ACTIVITIES FOR PARENTS:*	Verbal Behavior: 1) talk and sing to child while feeding, changing, bathing, and playing with him. Sensory and Physical Behavior: 1) hold child close to your face; coo, talk and sing in his ear. 2) get down to his level and let his eyes find your face while you talk to him. 3) Keep light on your face so your child can begin to read your facial expressions and understand their movements. 4) help him become aware of different sounds your voice, father's voice, his rattle and other toys, music, and household noises.

* All goals and daily parental activities are to be sustained and reinforced from one stage to another.

	5) Use auditory clues other than those <u>seen</u>.
SUMMARIES:	This period is best described as "getting used to life". Primary concern is with physiological functioning of organs. In long term development, child learns to respond to human voice.

SAMPLE PHRASES MOTHER CAN USE FOR HEARING-IMPAIRED CHILD

9 - 16 weeks:

1. "Mama's coming." (always use mama - it's easier to lipread and will not be confused with daddy)
2. "You're a pretty baby!"
3. "Oh, you're wet!"
   "What a messy baby."
4. "I'll change you."
5. "Here's the powder."
6. "You smell nice."
7. "Up you go."
8. "Are you hungry?"
9. "Here's your bottle".
10. "Open your mouth." (for cereal, fruit, etc.)
11. "Mmmm that's good!"
12. "It's all gone."
13. "Here's your rattle."
14. "Bang, bang, bang."
15. "Oh, you dropped it."
16. "That's a loud noise."
17. "Are you sleepy?"
18. "Time for your nap."
19. "Up you go." (sing and hum to your baby as you put him to bed)

SUGGESTED EXPERIENTIAL ACTIVITY FOR INFANT 0-16 WEEKS

GENERAL GOALS: A multi-sensory stimulation of the hearing-impaired infant to encourage his awareness of human voices and limited environmental sounds.

OBJECTIVES: Normal Hearing

Infant:
1. awarness of faces.
2. awareness of sounds made by crib toys and family voices.
3. awareness of music.
4. solace from the spoken word
5. random gurgling.
6. looks at speakers face.
7. turns head in response to voice.
8. developing small muscle control.
9. developing good control of eye muscles.
10. perception of sound and movement of an object in connection of speech.

Mother:
1. ease in talking to and singing close to infants ear.
2. provision of appropriate "sound" toys for the baby.
3. reinforcement of the baby's gurgles by answering immediately.
4. provision of kinaesthetic, auditory, vocal and motor experiences for the infant.
5. provision of good physical care appropriately cycled.

CONCEPT: Awareness of use and sound of a rattle. The rattle should be colorful, easy to grasp, and make a noise easy to hear.

DEVELOPMENT OF ACTIVITY: The infant is lying on a bed. Mother is at infant's level holding a rattle close to her face. When the baby looks up she says, "look!"

"Here's your rattle." (Mother then moves the rattle from side to side so that the baby can follow with his eyes.)

"I'll shake it."
"Listen."
"I hear it." (Shake rattle close to infant's ear.)
"Do you hear it??" (Mother observes baby's reaction)

Mother then puts the rattle in the infant's hand and helps him shake it, and she says:

"Listen."
"Do you hear it?"

If the rattle falls out of infant's hand, Mother can say:

"Oh, Oh." "You dropped the rattle."

She glances at the rattle and the infant should follow by looking at it also. Mother waits until the baby looks at her, then she says, "I'll pick it up."

This activity should be reinforced daily in a informal way.

TWENTY WEEKS OF AGE
(Normal Hearing-Normal Behavior)

GOAL: A multi-sensory stimulation of the hearing-impaired infant to encourage his absorption of human voices and an increasing number of environmental sounds.

OBJECTIVES: The infant will give evidence of:

Ability to roll over without assistance.
Ability to sit in a chair with support.
Recognition of faces of immediate family.
Ability to distinguish between friendly and angry tones of voices.
Ability to pass objects from one hand to the other.
Frequent babbling.
Interest in looking for a "lost toy"
Enjoyment of "give and take" experiences with toys."

OBJECTIVES: Parents

Initiation of daily vocal play with baby.
Direction of infant's gaze to mother's face.
Reinforcement of infant's babbling (shaping)
Provision of meaningful language experiences in connection with daily child care and household activities.
Provision of opportunity for the development of the infant's auditory attention in connection with daily activities in the home specifically related to audition.
Use of good intonation and inflection patterns.

At the Completion of:	20 WEEKS (Tentative Expectations only)
NEUROLOGICAL DEVELOPMENT	Site with props and turns over.
COGNITIVE DEVELOPMENT	SENSCRIMOTCR PERIOD (Piaget) 1. secondary circular reactions: 2. acts upon objects (passes cube from one hand to another) 3. searches for missing objects By four child months, child is cognitively close to establishing firm schema of a human face. (Kagan)
LANGAUGE DEVELOPMENT	The vowel-like cooing sounds begin to be interspersed with more consonantal sounds; labial fricatives, aspirants and nasals are common; acoustically, all vocalizations are very different from the nature language of his environment. (Lennenberg and Kagan) It is at this point in time that a child is able to produce any given sound of any given language according to linguists.
TEACHER'S GOALS FOR PARENTS:	Continued exposure to parent's voices and environmental sounds during the infant's waking hours. See card file for specific activities and environmental sounds appropriate for parent-teaching demonstrations)
HOME CENTERED DAILY ACTIVITIES FOR PARENTS	Verbal Behavior: 1. reinforce and expand child's attempt to produce sounds. 2. expose child to the rhythm of language through music, talking, singing, rhymes. 3. use natural lip-movements and facial expressions. Sensory and Physical Behavior: 1. Support child while talking to him. 2. Lift him "up, up, up" and down, down, down, while laying on the floor. 3. Use kinaesthetic and tactile approach while tending to child's needs. and playing with him.
SUMMARY:	Child begins period of primary exploration, using visual and motor coordination. Experimenting with voice and enjoying making sounds when he is comfortable, i.e. after being fed, changed, or handeled.

SUGGESTED SAMPLE PHRASES MOTHER CAN USE TO ACCOMPANY ACTIVITIES WITH HEARING-IMPAIRED CHILD

20 WEEKS:

1. "Here's your blocks." (and other toys.)
2. "Oh, you rolled over!"
3. "Don't fall down." (if sitting with props.)
4. "Where's your bear." (help baby look for it by furnishing eye clues as you speak)
5. "Here's your bear."
6. "The bear fell down."
7. "Pick it up." (help child)
8. "Daddy's coming."
9. "UP..up..up you go." (daddy lifts child and says "up, up, up".)
10. "mama loves you."

SUGGESTED EXPERIENTIAL ACTIVITY FOR INFANT TWENTY WEEKS

GENERAL GOAL: A multi-sensory stimulation of the hearing-impaired infant to encourage his awareness of human voices and environmental sounds.

OBJECTIVES:

INFANT:

1. rolls over without assistance.
2. sit in a chair with support.
3. distinguishes between friendly and angry tones of voice
4. ability to pass objects from one hand to the other.
5. frequent babbling.
6. interest in looking for a lost toy.
7. reacts to music by babbling or cooing.

MOTHER:

1. daily vocal play between mother and baby.
2. conditions baby to attend to parent's voice and its meaning
3. conditions baby to look at her face when conveying special meaning.
4. reinforcement of infant's babbling (shaping)

CONCEPTS: Musical teddy bear (its properties, use, and sound)

DEVELOPMENT OF ACTIVITY: Child is sitting on the rug with pillows for support. Mother kneels in front of her child and speaking close to his ear, says,

"Here's your bear."

As the child reaches for it, she says,

"Hold your bear," and hands the bear to him.
"It's soft."
"Hug the bear."
"Love the bear."

The infant may not be looking for these statements, but we hope mother will wait for his glances before she speaks. If the baby drops the bear, mother should wait until he looks, and then say:

"Oh!" "You dropped the bear."
"I see the bear, " and turning eyes in direction of the bear she can say,
"Pick up the bear." "I'll help you."
"Let's make him go... UP UP UP!"

Repeat phrase as baby watches her face.

"I hear music," holding the bear to her ear.
"Listen." and she holds the bear to her child's ear.
"It's pretty music." (Look for baby's reaction.)

Mother takes the baby in her arms and then both sway in time to the music. Mother should continue to hold the bear to her child's ear, or if he has an aid, she can hold the bear to the microphone.

GUIDANCE TO MOTHER: To further develop his awareness of the teddy bear include the bear in the child's activities during the rest of his daily routine using appropriate short phrases. This same kind of parent-child interaction can be initiated on other days using similar meaningful phrases and other toys. Mother should be observing her infant's length of visual attention span in order to govern her sentence length.

6 Months of Age

(Normal Hearing-Normal Behavior)

Goal: The provision of daily multi-sensory stimulation designed to encourage the infant's auditory and vocal responses and increase his situational comprehension of language.

Objectives: Child Gives evidence of:

Full-time wearing of a hearing aid or binaural aids if prescribed

Response to environmental sounds out of his sight

Attention to speech but no evidence of free comprehension

Tonal differences in vocalization signaling pleasure and displeasure

Indication of response to presence and absence of sound (eye blink, head turn, cessation of movement)

Vocalization in response to adult speech directed to infant

Vocalization to mirror image.

Evidence of high comfort level during most of his waking hours.

Objectives: Parents Gives evidence of:

Establishment of a warm and positive personal relationship with the baby.

Increased confidence in "feeding in" appropriate language connected with the infant's daily activities.

Utilization of appropriate opportunities to stimulate all sensory modalities as reported and demonstrated in group and individual guidance sessions.

Immediate reinforcement of infant's babbling (shaping).

At the Completion of:	Six Months (Tentative Expectation only)
NEUROLOGICAL DEVELOPMENT	Sitting: Bends forward and uses hands for support; can bear weight when put in standing position, but cannot yet stand without holding on; reaching; unilateral; grasp; no thumb apposition yet; releases cube when given another. (Lennenberg)
COGNITIVE DEVELOPMENT:	Secondary Circular reactions: (Piaget) II 1. searches for missing objects 2. pseudo-imitation quicker-more precise 3. responses done more for their own sake-laughing and crying to obtain a response or action on part of mother or father.
LANGAUGE DEVELOPMENT:	Cooing changing into babbling resembling one-syllable utterances; neither vowels nor consonants have very flexible recurrences; most coomon utterances sound somewhat like ma, mu, da, or di. (Lennenberg) Articulate language first appears as phase of spontaneous vocalization beginning at 6 mts. (Piaget)
TEACHER'S GOALS FOR PARENTS:	1. Make mother comfortable in her role as a "teacher" by demonstrating a specific language and auditory experience. (See sample lesson plam 2. Begin to concentrate on conditioning child to expect something to happen auditorily when he watches faces. 3. Introduce child to coordination activities. (see card file)
HOME CENTERED DAILY ACTIVITIES FOR PARENTS:	Verbal Behavior: 1. expand and reinforce child's babbling 2. talk about childs body parts while washing and dressing him. 3. use short phrases with good intonation and and inflectional patterns Physical and Sensory Behavior: 1. give child physical experience with small toys. 2. mother should be able to differntiate child's needs from his vocalizations and react appropriately. 3. play games for training grasping, reaching, and releasing small objects (see care file) 4. exercise all senses to make child more aware of himself and others in his enviornment.
SUMMARY	Child, now with all systems "go", is [illegible] to begin to explore his immediate environment. Has

SAMPLE PHRASES MOTHER CAN USE FOR HEARING-IMPAIRED CHILD

6 Months:

1. "Here's your toes." (play "This little Piggy Goes to Market.")
2. "Count your toes."
3. "How many toes?" (with Good inflection.)
4. "Five pink toes."
5. "That's a funny clown."
6. "Mmmmmmmm or Oooooooo" (repetition of sounds is fun for your child to imitate. Laugh when he laughs at the funny sounds you make together.)
7. "Peek-a-boo!"
8. "Where's Billy."
9. "There's Billy."
10. "Here I am."
11. "That was loud!" (When cups or toys fall on floor.)
12. "Mama's coming." (When child cries.)

SUGGESTED EXPERIENTIAL ACTIVITY FOR INFANT OF SIX MONTHS

OBJECTIVES: see attached sheet and add the following: under appropriate headings:

1. make child aware of bodily parts (infant)
2. help mother become comfortable in her role of developing language for her child. (mother)
3. auditory training in relation to this and other play activities. (mother)
4. introduce child to coordination activities. (infant.
5. conditioning child to attend to parent's voice and its meaning.
6. conditioning of child to expect something to happen auditorily when he looks at faces. (mother)

CONCEPT: Awareness of body parts

DEVELOPMENT OF ACTIVITY: Child is lying on bed or bathinette after his bath. As mother begins to dry him, she says close to him,

"You're all wet."
"I'll dry you."
"Close your eyes," as she dries around the eyes.
"Let's dry your arms." Repeat phrase with rest of body.....
"Let's dry your tummy."

If child pulls up his legs and grabs his toes, mother can say: "There's your toes."
"Wiggle your toes." (she can help him wiggle)
"Here's your big toe."
"Count your toes."
"One-two-three four-five."

Mother should always wait until her child looks at her before talking. For auditory, kinaesthetic, and tactile stimulation, mother then can play "This Little Piggie Went to Market" even though her child won't be looking for or understand the language.

GUIDANCE FOR MOTHER: This activity should be repeated using the same language every time mother bathes her baby. Mother should become aware of and observe the child's visual attention span.

8-12 Months of Age

(Normal Hearing- Normal Behavior)

Goal: The provision of daily multi-sensory stimulation designed to encourage the infant's comprehension of language with situational clues (including facial expression and eye signals.

Objectives: Child Gives evidence of:

Increase in range of pitch

Increase in amount and type (vowel/consonant sounds) babbling as reported by parent, teacher and supported by audio tapes

Fascination with own voice

Babbles when alone

Gives up object in hand when accompanied by voiced requested and gesture

Laughs spontaneously

Raises arms when parent reaches toward child

Follows parents' eye clues (e.g. looks at teddy bear when it is named)

Ceases activity when parent talks to infant

Objectives: Parents

Routine application of verbal labels to the infant's daily sory and cognitive experiences

Encouragement of babbling and laughter through hide-and-seek games

Provision of opportunities for concentrated listening experiences (citations from notebook; evidence in parent-teaching program)

Immediate vocal reinforcement of infant's babbling (shaping)

Increased notations in notebook

Building rhythm patterns; playing voice games with child

At Completion of: 8 - 12 Months (Tenative Expectations only)

NEUROLOGICAL DEVELOPMENT	Stands holding on; grasps with thumb apposition; picks up pellet with thumb and finger tips. (8 mo.) Creeps efficiently; takes side-steps, holding on; pulls to standing position. (10 mo.) Walks when held by one hand; walks on feet and hands, knees in air; mouthing of objects almost stopped; seats self on floor. (12 mo.) Lennenberg
COGNITIVE DEVELOPMENT	Coordination of Secondary Schemata (Piaget) IV 1) Symbolic meaning begins 2) Prolonged searching is evident for a missing object. 3) True imitation occurs (e.i. yawning) 4) Means become ends-beginning of ritualization
LANGUAGE DEVELOPMENT	Reduplication (no more continuous repetitions) becomes frequent; intonation patterns become distinct; utterances can signal emphasis and emotions. (8 mo.) Vocalizations are mixed with sound-play such as gurgling or blowing appears to wish to imitate sounds, but the imitations are never quite successful; beginning to differentiate between words heard by making differential adjustment. (10 mo.) Lennenberg Identical sound sequences are replicated with higher relative frequency of occurence and words (mama or dada) are emerging; definite signs of understanding some words and simple commands (show me your eyes). (12 mo.) Lennenberg At 11 or 12 months differentiation of phonems by imitation occurs. (Piaget)
TEACHER"S GOALS FOR PARENTS:	1. Make use of tonal patterns 2. Expand all child's holophrastic phrases 3. Hold up objects close to face while talking about them. 4. Increase child's auditory and visual attention span. 5. Say something appropriate everytime child looks.
	<u>Verbal Behavior</u>: 1. Language should be appropriate for child's age, interest level, and activity. 2. Play games in front of mirror. 3. Respond to all child's attempts to produce sounds or language. 4. Talk about all aspects of child's daily life: clothes, body, food, toys.

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A Completion of: 8- 12 Months Continued

SUGGESTED DAILY ACTIVITIES FOR PARENTS	Physical - Sensory 1. Use eye glance for language clues instead of gesturing with hands. 2. Play give and take games, and small action games. 3. Stimulate all of child's senses, visual, auditory, tactile, kinesthetic and motor. 4. Encourage child's imitation of lip movement and facile expression.
SUMMARIES	At best this is a continuation of the previous period with greater emphasis of the immediate environment. (People and objects.) First great break through in language development with first word.

SAMPLE PHRASES MOTHER CAN USE WITH HER HEARING-IMPAIRED CHILD

8 - 12 MONTHS:

1. "Here's your ball." (hold ball close to face."
2. "I'll roll the ball."
3. "Your standing up."
4. "Hang on tight."
5. "Here's my hand."
6. "Let's walk."
7. "Where's your doll?"
8. "Let's look."
9. "I see your doll."
10. "You yawned."
11. "You're sleepy."
12. "Where's your eyes?"
13. "Show me your eye."
14. "Pat-a-cake." (play game)
15. "Come to daddy."
16. "Give it to mama." (glance at object previously named.)
17. "Drink your milk."
18. "All gone."
19. "Hug the doll."
20. "Clap your hands."
21. "Pick up your block." (specify object to be picked up.)

SUGGESTED EXPERIENTIAL ACTIVITY FOR CHILD 8-12 MONTHS

GOAL: Descrimination of gross sounds.

OBJECTIVES: INFANT: (see attached for more objectives)

1. listening to and creating sounds
2. imitation of tonal patterns
3. response to the presence or absence of sound

MOTHER:

1. recognizing the opportunities for auditory training and lipreading experiences through daily activities.
2. developing child's auditory and visual attention span through auditory training games.
3. use of tonal patterns for child to imitate.
4. use of ordinary objects found in home for incidental auditory training.

CONCEPT: Sound associated with an object.

DEVELOPMENT OF ACTIVITY: Have available a shiny metal pie pan and two wooden spoons, and a small yellow sponge. (If possible, mother should paint with lead free paint one spoon blue and one spoon red.) Activity should be done in kitchen. Baby is in the high-chair, and mother is seated opposite him.

Mother holds up the red spoon close to her face, and her childs looks, she says,

"Here's a red spoon."
"It's for you...." (hands spoon to baby)
"Hold the spoon."
"See the spoon", referring to the spoons reflection in the highchairs tray.
"Bang...bang...bang." (help baby bang the tray.
"That's loud!" (mother holds her ears.)
"You bang it."
"Bang-Bang" (mother again holds her ears.)
"That's loud."
"Here's my blue spoon."
"It goes bang, bang, bang."
"Let's bang our spoons."
"Oh! That's loud!"

Mother glances at a pie pan, and says:

"Look!" A pie pan."
"Peek-a-poo" (as she plays game)
"I see you!"

Then she gets close to her child, beside him so they can look into the pan. Speaking at close range she says:

"There's mommy."
"There's Bobby."
"Hit the pan." (Mother gives pan and spoon to child)
"Bang, Bang, bang."
"That's loud."

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Mother then holds up a sponge, and again she waits until Bobby looks before saying:

"A yellow sponge."
"Feel it."
"It's soft."
"I'll hit the pan."
"No noise." (mother should use proper inflection)
"It's quiet." (give Bobby the sponge and let him hit the pan. Repeat language.)

GUIDANCE FOR MOTHER: Always reinforce child's attempts to imitate your language and expand it. For example, if the child says Ba-Ba-Ba for bang, bang, bang, mother should give him social recognition and repeat the phrase for him to imitate again. He might also try lou for loud, and mother would say, "Yes it's loud." Using the same language, this activity can be repeated with empty coffee cans, sauce pans, metal measuring cups and metal spoons.

THE CHILD FROM 12-18 MONTHS OF AGE

This is a period of rapid growth and wide range of demonstrated capabilities in children.

It is suggested that the parent counselor/teacher adapt the materials and suggested activities from the 8-12 month level or look ahead to the pages relating to the 18 month old child in providing parent guidance and appropriate child-centered experiences.

18 MONTHS

(Normal Hearing-Normal Behavior)

GOAL: Provision of appropriate child experiences of sound and physical manipulation for expansion of receptive language and attempts at purposive verbal self-expression.

OBJECTIVES: Child Gives evidence of

Increased localization of sound, reported by parent.

Movement associated with rhythms and tempos of music

Response to simple commands

Enjoyment in manipulating nesting toys

Increased length of auditory and visual attention span as reported by parents and inter-disciplinary team

Enjoyment of songs while held close to parent

Recognition of body parts, with assistance.

Indication of wishes by pointing and babbling

Enjoyment of picture books.

Increase in range of pitch and inflectional patterns.

OBJECTIVES: Parents Gives evidence of

Ability to report total responses of child to guidance counselor (auditory stimulation, environmental, motor-sensory)

General congruence between length of utterance and length of infant's auditory and visual attention span.

Experimentation with voiced and environmental sound to assess infant's auditory and vocal responses.

Presentation of language patterns high invisibility of speech

Ability to show as well as tell the infant the meaning of sound, (hands to ears, facial expressions)

General use of voice and audition to attract attention rather than taction (touch, tap, wait for gaze)

Rotation of toys to maintain high interest and development of receptive language.

AT COMPLETION OF: 18 Months (Tentative Expectation only)

NEUROLOGICAL DEVELOPMENT	Grasp, prehension and release fully developed, gait stiff, propulsive and precipitated; sits on child's chair with only fair aim; creeps downstairs backwards; has difficulty building tower with three cubes. Lennenberg.
COGNITIVE DEVELOPMENT	Fertiary Circular Reactions (12-18 mos,) Piaget 1. "Groping accomodation" for new means 2. Follows sequential displacement if object is in sight. 3. Solicits adult help 4. Imitation moreprecise-Retualization expands. Invention of new means through Mental Combination. (18 to 24 months.)
LANGUAGE DEVELOPMENT	Has a definite repertoire of words-more than three, but less than fifty; still much babbling but now of several syllables with intricate intonation pattern; no attempt at communicating information and no frustration for not being understood; words may include items such as thank you or come here, but there is little ability to join any of the lexical items into spontaneous two-item phrases; understanding is progressing rapidly. Lennenberg Uses and responds to a few favorite words: "all gone", "bye-bye", etc. Gestures help to reinforce language. Needs to be handled physically more than through words. In examination child refuses by shaking head "NO", cries, refusing to answer. Gesell, Ilg
SOCIAL DEVELOPMENT	Ego development begins here. Child confirms independence from mother. Control of impulse is lacking or undependable. Rules as such are not recognized. Interpersonal relations are exploitive and dependent people are seen as sources of supply. Conscious concern is with sexual and aggressive drives. (Lovinger)II Transference of "liberdo" from narcissis self to parents as objects (S. Freud)
TEACHER'S GOALS FOR PARENTS:	1. If child has aid-help him to adjust to wearing full time. Use aid for auditory training. (see card file.) 2. Expect more production and imitation of words and phrases. 3. Spontaneous speech should always be expanded. 4. Keep track in a notebook child's phrases and vocabulary, receptive and expressive

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AT COMPLETION OF: 18 Months Continued

	5. Continuous exposure to new and interesting language even though child may not understand cognitively. 6. Use simple phrases consistently: "Here's your milk," (handing child cup) or "Daddy's coming," (looking out window)
SUGGESTED DAILY ACTIVITIES FOR PARENTS:	Verbal behavior: 1. Introduce new toys one at a time and describe them in simple phrases. 2. Help child to understand and follow simple commands first by showing and then by physical support. 3. Begin to use question form and give child answers. Sensory and Physical Behavior 1. Introduce manipulative toys such as nesting boxes and rings 2. Introduce colorful picture books and let child handle books himself. 3. Help child be aware of properties of objects around him, color, size, shape, etc. 4. Introduce child to presence and absence of sound. 5. Help child be aware of bodily functions, toilet training, feeding self, etc.
SUMMARY:	Child becomes a "real person" and achieves independence in movement and is able to make far more reaching explorations into his environment. He is happy with himself.

SAMPLE PHRASES MOTHER CAN USE WITH HER HEARING-IMPAIRED CHILD

18 MONTHS:

1. "There's your chair."
2. "Sit down."
3. "Be careful." (as child attempts to go down or up stairs)
4. "Let's build."
5. "One, two, three."
6. "Over they go."
7. "Do it again."
8. "All gone."
9. "Bye bye."
10. "Go to the bathroom." (never use other terms such as potty, etc.)
11. "Wash your hands."
12. "The waters hot."
13. "The waters cold."
14. "Come here."
15. "Please."
16. "Thank you."
17. "Yes." (as child often will be saying "no")
18. "Let's eat," (go, play, etc.)
19. "Put the ring on." (handing child ring to put on peg.)
20. "Afterwhile-we will go."
21. "Show me your nose." (play game with child about facial features)

SUGGESTED EXPERIENTIAL ACTIVITY FOR 18 MONTHS

GOAL: Imitation of mother's speech model

OBJECTIVES:

INFANT:
1. increased listening and watching habits.
2. ability to follow simple commands.
3. understanding procedure and language connected to eating a meal.

MOTHER:
1. expansion of child's imitations.
2. writing in notebook about child's progress.

CONCEPTS: Warm, cold, sit down, routine of eating a good meal.

DEVELOPMENT OF ACTIVITY:

It is breakfast time and mother calls:
"Bobby, Bobby.", "Time for breakfast." (If Bobby doesn't come, mother will go to him, and speaking close to his ear will repeat language.)

Mother glances at his highchair, and waiting for him to look, says:
"Here's your chair."
"I'll lift you...
"UP, UP, UP." (wait for the child to imitate UP)
"Here's your bib."
"I'll put it on." (puts cereal on tray.)
"Good ceral." (child may try to say "goo" for good.)
"It's warm."
"I'll find a spoon." (holding spoon close to her face, she says:
"A blue spoon." (using good inflection.)
"Pick up your spoon."
"Open your mouth." (mother may have to feed him.)
"Mmmmm it's good!" (child should imitate "Mmmmm.)
"Have some more."
"Tell me more." (wait for child to imitate.)
"Mmmmm it's good."
"Have some juice." (holding glass to face.)
"It's cold."
"Drink your juice." (mother may hold glass)
"All gone." (wait for child to mimic)
"Do you want more juice?" (holds up pitcher of juice.)
"Tell me more." (wait for child to say "mo".)
"We'll have toast."

Mother glances at toaster as she picks up bread, and handing one slice to her son, she says:
"Put bread in."
"Push it down." (child may try to say "pus.")
"Push hard."
"We have to wait."
"Listen, it's almost ready."
"Pop." (mother says as toast pops up.)
"Did you hear that?"

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"It went pop!" (child may try "pop")
"I'll butter the toast."
"Here's some for you." (as she hands child the toast.)
"Mmmmmm it's good."
"All done....Good boy."
"Down, Down, Down," (she says as she lifts him down)

GUIDANCE FOR MOTHER:

The above language may be used for lunch and dinner until the child understands the commands and vocabulary. Mother should always expand child's attempts to imitate and praise any spontaneous language. Once he has absorbed processed and is using words for communication, mother can vary her input so that his vocabulary will grow.

SUGGESTED EXPERIENTIAL ACTIVITY FOR 18 MONTH OLD CHILD

GOAL: Imitation of mother's speech model (see attached)

OOBJECTIVE:

INFANT:

1. increased listening and watching habits.
2. ability to follow simple commands.
3. identification of racial features.

OTHER:

1. expansion of child's imitations
2. writing in notebook about child's progress

CONCEPTS: eyes, nose, mouth, ears...stand up...sit down.

DEVELOPMENT OF ACTIVITY: Mother has large wall mirror, and she and her child will sit in front of it on the floor.

"Sit down"
"I'll sit down."
"Here's mama."
"I see Mama."
"I see Bobby."
"Hi! Bobby."

She waves at Bobby and says again....

"Hi Bobby."

Then mother says:

"Tell me Hi." (She waits for child's attempt.) repeat if necessary and reward with hug, or "Good boy! You said "Hi."
"Stand up".
"Let's make are arms go... UP UP UP."
"Down they go." (Again she waits for child's imitation of up, go, and down, and expands and rewards him.)
"Let's sit down"

Mother points to her eyes and says as she looks at him:

"Here's my eyes."
"Here's Bobby's eyes" (points to them)
"Where's your eyes?" (If child doesn't point, help him)
"Here's your eyes."

Mother points to her nose next and says as she looks at baby:

"Here's my nose."
"Here's Bobby's nose." (point to his nose)
"Where's my nose?" (wait for a response)
"Here's my nose."

GUIDANCE FOR MOTHER: Since this is a long activity for such a young child to sit for, continue only if he is interested. Repeat the

-over-

next day and add one new feature-mouth or ears. Agair, mother should be at child's level, wait until he looks before she speaks, and her phrases should be natural and short. Always wait for your child's imitations and expand them and reward his attemps.

2 Years of Age

(Normal Hearing - Normal Behavior)

GOAL:

The continuation of constructive positive parent/child relationships within the home which enrich and expand the child's listening understanding and speaking experiences.

OBJECTIVES: CHILD Gives evidence of

Free comprehension of many phrases and sentences relating to child's daily activities and wishes as recorded in parent's notebook and teacher's developmental log.

Enjoyment of tactile books ("Pat the Bunny") as evidenced by increased babbling and "stabs" at words

Development of fine sensory-motor skills (climbing, dressing, manipulative toys)

Responsiveness to tempos and rhythms of music

Expressive language in form of well-inflected jargon revealing wants and attitudes.

Creative play with water, sand, objects making sound

Enjoyment of solitary play

Spontaneous laughter and show of affection

Imitation of adult actions in play (makes a block "walk", etc.)

Understanding of what belongs to different members of family, as demonstrated by actions and response to adult speech

Increased interest in physical exploration of environment (reports)

OBJECTIVES: PARENTS

Provision of "language on the run" in conjunction with child's need to physically explore his environment

Expansion of well-inflected jargon into meaningful sentences.

Provision of daily reinforcement of child's imitation of adult speech models (echolalia)

Reinforcement of child's auditory discrimination by praise and attention

Notation of "naming" words appearing in child's jargon, in notebook.

AT COMPLETION OF:	24 Months (Tentative Expectations Only)
NEUROLOGICAL DEVELOPMENT	Runs, but falls in sudden turns; can quickly alternate between sitting and stance; walks stairs up or down, one foot forward only.
COGNITIVE DEVELOPMENT	The infant child is still too young to be reached by words alone; he must organize his experience through handling, holding, clasping and even a little hoarding and running away. Child takes time to absorb and assimilate each experience. Gesell and Ilg. Follows sequential displacement with object hidden (mostly internal) Infers causes from observing effects from observing causes. Imitates and pretending begins. (Piaget)
SOCIAL DEVELOPMENT	Prefers solitary play to parallel play. Is in pre-cooperative stage, watching what others are doing rather than participating. He cannot share; he cannot as a rule let someone else play with what is his own! (Gesell and Ilg)
LANGUAGE DEVELOPMENT	Vocabulary of more than fifty items (some children seem to be able to name everything in their environment); begins spontaneously to join vocabulary items into two-word phrases; all phrases appear to be own creations; definite increase in communicative behavior and interest in language. Lennenberg. The development of the two curves of thought and speech meet and join to initiate a new form of behavior. Vygotsky After Stern. "Thought becomes verbal--speech becomes rational."
TEACHER'S GOAL FOR PARENT:	1. Expect child to be able to answer simple questions either by pointing to objects or giving back some verbal response with good intonation patterns. (Where's the cat?") 2. Expose child to and make him aware of warning signals either by your intonation patterns or actual sound such as horn, siren. 3. Introduce some abstract concepts such as nice, love, pretty, soon, etc. even though child is not ready to interalize the concepts. 4. Use many sound making toys for vibratory experience. All environmental sounds should now be regonized and child should be able to locate source. 5. Expand child's short phrases with descriptive adjectives and inflections. 6. Continue notebook and begin scrapbook for child with pictures that are meaningful to him.

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AT COMPLETION OF: 24 Months Continued

SUGGESTED ACTIVITIES FOR PARENTS:	Verbal Behavior: 1. Parents ask simple questions and expect child to respond verbally or with gestures. 2. Auditory training games for beginning speech discrimination. (see card file) 3. Begin to test child for his receptive vocabulary by using only appropriate language without contextual or eye clues. "Get your shoes." 4. Talk about child's scrapbook with him and leave it available for grandparents and sitters to use. 5. Praise child for success of bodily functions or his good attempts toward toileting. 6. Begin auditory training behind child's back providing he has the vocabulary and concepts. Sensory and Physical Behavior: 1. Recognise child's frustrations and help him cope. 2. Expect him to begin to follow rules set up for his safety and daily behavior. 3. Understand your child's behavior patterns and if undesirable, remove him from the activity and try to help him comprehend why he is being punished. 4. If child appears frustrated, divert his attention and comfort him. 5. Toilet training should be almost under control. 6. Allow child independence in dressing, choice of clothes, toys, play activities.
SUMMARY:	Child shows real progress in understanding what is said to him. He experiments with his own sound making in more meaningful way.

SAMPLE PHRASES A MOTHER CAN USE WITH HER HEARING-IMPAIRED CHILD

24 MONTHS:

1. "Listen!"
2. "I hear it." (vacuum cleaner, water running in tub, etc.)
3. "Do you hear it?"
4. "Put the toy in the box." (always use name of toy)
5. "Put your doll on the chair."
6. "Put the ball under the chair."
7. "Show me the kitty." (if animal is visible, either in a book or room)
8. "You're running."
9. "Let's run."
10. "Run fast."
11. "Feel the blanket."
12. "It's soft."
13. "You're a good boy."
14. "Nice Kitty."
15. "That's mama's.
16. "That's yours."
17. "Pretty dress...it's blue."
18. "Smell the flower."
19. "Oh, you sneezed." (Kachoo or God Bless you)
20. "Get the kleenex."
21. "Wait."
22. "We'll go soon."
23. "There's the door-bell."..."Listen."
24. "Phones ringing."
25. "The vacumns noisy."
26. "Don't cry."
27. "I'll fix it." or "I'll help you."
28. "Which one?" (when holding up two objects.) Specify name of objects.

SUGGESTED EXPERIENTIAL ACTIVITY FOR TWO YEAR OLD CHILD

GOAL: Production of the plosive sounds of English; learning to discriminate sounds that convey warning.

OBJECTIVES:

CHILD:

1. blowing
2. imitations of father's action and language
3. recognizing car horn and understanding that it's a warning signal.
4. lipreading and listening to father's voice and intonational patterns. *
5. matching colors of balloons.

FATHER:

1. using an auditory training game with car horn to teach good safety habits.
2. helping father to be comfortable in his role of developing language for his hearing-impaired child.
3. expansion of childs imitations or attempts at language.

CONCEPTS: Blowing bubbles, leaves, grass; etc.; loudness and safety factor of car horn. Playing with Daddy is fun.

DEVELOPMENT OF ACTIVITY: Father has placed a bowl of soap suds outside in a bowl. He also has some balloons on the seat of his car. Daddy says: "Come. Let's go outside." (holds out hand to child)
"Open the door." (glances at door.)
"I'll close it quietly." (don't slam door as it is poor behavior technique.)
"Look over here." (glances at bowl of soapsuds)
"We have bubbles."
"Watch Daddy." (Daddy whips soap into bubbles with wisk)
"Your turn." (Hands wisk to child)
"See the bubbles." (Daddy scoops some bubbles and while child looks, says:
"I'll blow the bubbles."
"There they go."
"You blow."
"There they go."
"They're all gone."
"My turn."
"I'll blow."
"Run!" "Let's catch them."
Daddy goes to tree and picks a leaf. Holds leaf close to face.
"You pick a leaf."
"I'll blow my leaf." (Blows leaf off his hand.)
"You blow your leaf."

Then Daddy glances at the car parked in driveway.
"Let's run to the car."
"Open the door."
"I'll help you."

-Over-

"I found some balloons."
"I'll find a red balloon."
"You find a red one."
"Shall I blow it up?"
"Tell me - blow." (Father begins to blow)
"It's getting big."
"It's getting bigger."
"And bigger."
"I'll tie a knot."
"Blow your balloon."
"Oh, too bad."
"I'll try." (Daddy blows and repeats)
"It's getting big...bigger...bigger.."

Father deliberately breaks balloon, and says:
"That was loud!"
"The balloon broke!"
"It went pop!"
"Can you say "pop"?"

To introduce the horn honking, father says,
"Let's get a blue balloon."

As he reaches into the car, he deliberately honks the horn with his arm. Father jumps back, and says:
"What was that." (honks the horn again)
"Did you hear the horn?"
"It was very loud."
"You can honk the horn."
"Push."
"I'll help you."
"Oh! That was loud."
"The horn says: Look out! ... Look out! Be careful!"
(Daddy waits each time for child to look before saying the latter phrases.)

"Let's go for a ride."

Meanwhile, mother has been alerted to be outside on the driveway so father can honk the horn at her to get out of the way. Coming into the driveway Father says:
"There's mother."
"Look out mama." (he honks the horn)
"Be careful!"
Mother jumps back off the driveway, and says when they get out of the car:
"I heard the horn."

GUIDANCE TO FATHER: This activity can be repeated many times-blow dandelion seeds, if in season or grass or feathers. Also arrange to have a neighbor or friend drive into driveway when both father and child are outside so father can help child jump out of the way when the car honks at them. Father also should be instructed to always be at his childs level when speaking, to use short, meaningful phrases, to observe his child's response to commands and sounds, and to wait for his child's attempts at imitation of language and to reward and expand them. For example, child may attempt to say: bow for blow; boo for blue; aw gon for all gone; pah for pop; etc.

TWO AND ONE HALF YEARS OF AGE

(Normal Hearing - Normal Behavior)

GOAL:

The provision of an enriched verbal and auditory environment in the home which stimulates the child's cognitive development and provides full expansion of his receptive and expressive language.

OBJECTIVE: CHILD

Demonstrates preference: right or left-handedness

Jumps and dances out of sheer exhuberance

Exhibits self-expression through play with finger-paint, clay, water.

Shows interest in looking at books independently

Carries out two or more instructions in connection with his play or object in hand.

Begins to respond to meaning of language through appropriate action, not just sound patterns, in connection with routine daily activities.

Recognizes objects by function ("Show me what you ride on")

Comprehension of increased number of environmental sounds (as observed and noted by parent and teacher)

Attempts to follow directions given verbally, "Go find your teddy bear."

One-word sentences interspersed among well-inflected jargon

Spontaneous telegraphic speech

Spontaneous questioning: through words "Dat?" and inflectional jargon

Enjoys being read to

OBJECTIVES: PARENT Gives evidence of

Acceptance of child's natural shyness by provision of appropriate language for reassurance.

Support in child's development of additional self-help skills.

Encouragement of the child to share and take turns.

Inclusion of child in appropriate social activities.

Development of experience books depicting selected daily activities involving child and familiar people.

-Over-

Provision of new listening experiences.

Increased use of abstract phrases directed to child "You can have it later" "I like it!"

Expansion of child's expressive language

Frequent review of favorite songs, verses, games to encourage speech and audition.

AT COMPLETION OF:	30 Months (Tentative Expectations Only)
NEUROLOGICAL DEVELOPMENT	Jumps into air with both feet; stands on one foot for about two seconds; takes few steps on tip-toe; jumps from chair; good hand and finger coordination; can move digits independently; manipulation of objects much improved. Builds tower of six cubes. Lennenberg.
COGNITIVE DEVELOPMENT	1. Uses language as a tool. Gesell 2. Drawing becomes imitative and image is realistic in intent. Piaget 3. Perseverative age. Transitions are difficult. Expect a slow adjustment to new materials, a strong holding on, and a slow release even after interest has waned. Gesell and Ilg. 4. Verbal handling alone can be used to effect transitions much more successfully than at two, when handling had to be supplemented by physical handling or by a lure. Gesell
SOCIAL DEVELOPMENT	Imperial domineering ways are sometimes hard for others to accept; he is dictatorial; he insists on order in his environment; is becoming independent; personality includes both poles of shyness and withdrawal on the one hand and approach and aggression on the other. He wants very much to be with other people, both adult and child, but cannot handle them. Plays best with one other child out-of-doors. Process of adjustment to others becomes more urgent at the thirty month period. Gesell and Ilg
LANGUAGE DEVELOPMENT	Fastest increase in vocabulary with many new additions every day; no babbling at all; utterances have communicative intent; frustrated if not understood by adults; utterances consist of at least two words, many have three or even five words; sentences and phrases have characteristic child grammar, that is, they are rarely verbatim repetitions of an adult utterance; intelligibility is not very good yet, though there is great variation among children. Seems to understand everything that is said to him. Lennenberg.
TEACHER'S GOAL FOR PARENTS:	1. Understand child's need for order and routine. (See card file) 2. Do not try to hurry child too much since 2½ is a strong dawdling age. (Gesell) 3. Don't make an issue of discipline at this age. (after Gesell) 4. Do expect child to respond to a statement which has <u>meaning</u> to them if made with assurance. (Now it is time for juice. First we wash hands.") Gesell 5. Don't expect a response to direct question or commands. (Gesell)

-Over-

AT COMPLETION OF: 30 Months Continued

TEACHER'S GOALS FOR PARENTS CONTINUED	6. Supervise play as child can't carry out own ideas without adult assistance. (after Gesell) 7. Expect him to vocalize for all needs using appropriate vocabulary or inflected jargon. 8. Use phrase "Listen" and "That's a pretty voice." 9. Expand vocabulary to include the concept of outside, and all the concepts that go with the latter.
SUGGESTED DAILY HOME ACTIVITIES: (See card file)	1. Rhythm games 2. Motor games 3. Use nursery rhymes and act them out 4. Painting and coloring 5. Read to child before nap and bedtime 6. Include child in all daily activities and have him help you following simple commands. 7. Help child develop imagination-pretend games 8. Expect child to help pick up his toys 9. Do auditory discrimanation games behind back using vocabulary and sounds he knows and uses. 10. Begin expecting child to use or attempt "please and thank you." Praise him for his efforts at language and good behavior. Tell him he's being good.
SUMMARY:	Language is being used as a social tool. Child needs daily routine to cope with his increasing awareness of himself as part of a group whether family or neighborhood.

SAMPLE PHRASES A MOTHER CAN USE WITH HER HEARING-IMPAIRED CHILD

30 MONTHS:

1. "Jump."
2. "You jumped."
3. "Throw the ball."
4. "Catch the ball."
5. "Can you run?"
6. "Run fast."
7. "You ran."
8. "The tower's high!" (referring to his block tower he's made)
9. "It's over there." (glance at object.)
10. "Here's your friend."
11. "Go outside."
12. "The sand is wet."
13. "Here's your shovel."
14. "Dig some sand."
15. "Put it in the pail."
16. "Dump it out."
17. "Let's hurry."
18. "I'll wait for you."
19. "It's time for ... (use specifically, bed, lunch, etc.)
20. "That's a pretty voice."
21. "Tell me".... (to encourage child's imitations of words, and expand imitations.)
22. "Here's your paint"
23. "Paint a picture."
24. "A pretty blue picture." (or whatever color.)
25. "Use more red."

SAMPLE EXPERIENTIAL ACTIVITY FOR THIRTY MONTH OLD CHILD

GOAL: To develop a good self image as child becomes aware of himself, his appearance, and his ability to express himself in connection with his daily activities.

OBJECTIVES:

CHILD:
1. follow simple commands
2. understanding of abstract terms
3. understanding opposites
4. ability to choose or make decisions for self
5. vocalizing for needs
6. imitation of adult model

MOTHER:
1. use of vocabulary that has meaning to child to obtain a response.
2. expansion of child's language
3. introduce present participle of 3 verbs
4. exposure to sequence of events
5. offer child choices
6. wait for and expect child to give back his own verson of adult language.

CONCEPTS: Blowing, size, shape, color, opposites, hand, and abstract terms..

DEVELOPMENT OF ACTIVITY: Mother and child at equal level at small table. Mother has at hand two bottles of fingernail polish, one red and one pink. She should also have remover, cottone, and a large piece of paper and a pencil.

Mother begins activity by saying to her child:
"Let's polish our fingernails." (showing child nails)
"First, we wash hands."
"Get the soap." (glancing at it if necessary)
"You found the soap."
"I'll turn on the water."
"It;s just right."
"Rub the soap."
"Get a towel."
"Wipe your hands."
"I'm wiping mine."
"All done." "come."

Then mother and child sit down at table:
"Give me your hand."
"Put it on the paper."
"Let's draw your hand."
"Up and down, and around we go."
"Don't move your fingers."
"My turn."
"I'll draw my hand."
"Up and down and around we go."
"Put your hand on mine." (mother can help)
"They're not the same."

-Over-

"Your's is small."
"My hand is big."
"See." (match hands by holding them up off the paper.)
"Your's is small."
"Mama's is big."

Mother then should look at her child's hand and then at the picture and say:

"We forgot the fingernails."

Mother draws the nails of both hands.

"Here's the polish."
"Pink polish." (Holding up the bottle close to face)
"Red polish." (" " " " " " ")
"They're pretty. (wait for child's imitation "pre")
"Do you want pink or red?" (hold up both bottles)

Mother should wait for child's reaction to the question. It will range from a verbal response or close approximation to reaching for the bottle.

"You took the red polish."
"It's pretty." (child again may try to say "pre.")
"I'm shaking the polish."
"You shake it."
"Shake-shake-shake." (Child may attemp "sha")
"Open the polish."
"Be careful."
"Hold tight."
"Take out the brush."
"Give it to me." (mother puts brush on paper.)
"Smell the polish." (Child may say "mell")
"Where's the thumb nail?" (glances at thumb on paper.)
"Let's polish the thumb nail." (mother does so)
"Where's your thumb nail?" (glancing at child's hand.)
"Here's my thumb nail." (Shows child)
"You polish." (hands child brush) (child paints the fingers on the paper.)

Mother then takes the child's hand and says:

"Where's your polish?"
"No polish."
"I'll polish your nails."
"Show me your thumb."
"Oh, thats' pretty." (wait for "pre")
"It's wet."
"Blow."
"Your blowing."
"Good girl."
"Is it dry." (child feels thumb)
"No, it's sticky."
"Blow some more."
"There, it's dry."

Mother then precedes with rest of fingernails using the same language and then let's child polish her (mother's) nails. If child is still interested in the activity, mother can say:

"Let's take my polish off."
"Here's the remover."
"Open it."

"It smells strong." (child will say "mel.")
"Find the cotton." (mother glances at cotton.)
"Oh, its soft."
"We can blow the cotton." (blow ball back and forth)
"You're blowing."
"Pick up the cotton."
"Give it to me," (mother tips bottle of remover on cotton.)
"The polish is all gone." (mother removes polish off of little finger.)
"Wipe off my thumb." (hands cotton to child and lets child find the thumb by herself.)
"The polish is all gone."
"Now its my turn."
"Your turn." (precede with rest of nails taking turns.)

GUIDANCE TO MOTHER: Because this is such a long activity, mother should be careful to observe signs of restlessness in her child and stop if necessary. Removal of the polish could be saved for the next day. This same language can be reinforced on other occasions by polishing a doll's fingernails or grandmothers. You can also polish shoes and furniture.

THREE YEARS OF AGE

(Normal Hearing - Normal Behavior)

GOAL:

A well-adjusted, confident child who depends upon the use of residual hearing, speechreading and expressive language as normal means of communication with others.

OBJECTIVES: CHILDREN Gives Evidence of

Appropriate gross motor skills (walks alone, runs, climbs, jumps, kicks, hops,)

Enjoys marked rhythms.

Appropriate fine motor skills (copies circle, V, H; cuts with scissors adapts to reversed formboard; etc.)

Enjoyment of simple stories, with illustrations.

Participation simple group activities

Vocally expresses desires and feelings
Use of "child grammar" (from telegraphic speech to full sentences)
Comprehends abstractions through speechreading (cold, tired, hungry)

Dresses completely with supervision

Adaptive responses in social play situations

Response to the emotional expressions of others

Willingness to share and to take turns

Efforts to please and conform at times.

Rapid gains in receptive and expressive language (notation: Parent/Teacher)

OBJECTIVES: PARENTS

Daily routine for child with accommodation to "rituals"

Attention to order and tidiness in child's play and use of toys

Provision of expanded social experiences with accompanying auditory and language input

Reading to the child daily from books.

Verbal interaction with child which requires him to exercise judgment, perference.

-Over-

Formal placement of child in regular nursery school (upon professional recommendation.)

Addition of new listening experiences relating to singing, music, TV, raido.

AT COMPLETION OF:	Three Years (Tentative Expectations Only)
NEUROLOGICAL DEVELOPMENT	Tiptoes three yards; runs smoothly with acceleration and deceleration; negotiates sharp and fast curves without difficulty; walks stairs by alternating feet; jumps 12 inches; can operate tricycle. Lennenberg
COGNITIVE DEVELOPMENT	Attention span increasing; will redo puzzles more than once; handles pencil with better control; builds tower of 9 or 10 cubes; can fold paper lenghtwise and crosswise but not diagonal; uses imagination and thinking for self becomes apparent; conforms to spoken word.; can match simple forms (square, circle, triangle.) regonizes and joins separated halves even though one is upside down. Gesell and Ilg
SOCIAL DEVELOPMENT	Discovers own identity-becoming man of the world; bargains and understands "afterwhile" will go on errands; emotional outbursts are brief; can be very angry and direct and attack against a toy or other object as if it were a person; jealousy and fears affect behavior; tries to make others laugh by his own laughter; likes solitary or parallel types of play; willing to wait and share his toys; beginning to understand "wait your turn," rebellions are less frequent; uses language instead of physical means to resist; feeds self and rarely spills; pours well from a pitcher; can unbotton, unlace and take off shoes and pants; goes through night without wetting. Gesell and Ilg.
LANGUAGE DEVELOPMENT	Vocabulary of some 1000 words; about 80% or utterances are intelligible even to strangers; grammatical complexity of utterances is roughly that of colloquial adult language, although mistakes still occur. Lennenberg Relation of language and activity, and language relation to others is spreading in many direction. Metraux Child uses regularization to form plurals of words. S. Erwin.
TEACHER'S GOAL FOR PARENTS:	1. Help child to listen to reasonable requests and follow through. 2. Use verbal repetitions for child to imitate words that are fun to say. 3. Teach abstract terms such as "maybe," (maybe you could help Bobby pull the wagon) 4. Develop increasing listening habits. 5. Placement in a hearing nursery if appropriate. 6. Encourage interaction with neighborhood children. 7. Increase vocabulary and offer hononyms.

-Over-

AT COMPLETION OF: Three Years Continued

TEACHER'S GOALS FOR PARENTS CONTINUED:	8. Motivate child with promptings, encouragement, or social suggestions.
SUGGESTED DAILY HOME ACTIVITIES: (See Card File)	1. Plan one specific daily activity to start the day for child rather than just free play. Take time to introduce the activity. 2. Alternate active with quiet activities. 3. Introduce varied art materials. 4. Utilize scrapbooks and let child help make his own. 5. Begin simple science projects, planting seed, care of pets, collections, etc. 6. Emphasize color and number concepts. 7. Matching games. 8. Expand child's auditory and visual memory span. 9. Utilize holidays and special occassions for new vocabulary and teaching future time. 10. Include child in all experiential activities. 11. Use language games with large muscle activities. 12. Listening games for more than two ideas. 13. All safety rules should be explained and demonstrated.
SUMMARY:	Child is free of major physical changes at this time so that much of his energy can be devoted to language development. This is apex of language development- never again will language development be at this optimum. "Understand child is in constant stage of transition stretch between three and four is a long one, and it is not surprising that there should be some uneveness along the way. For a brief period, child may be in a stage of developmental awarkness but this is generally temporary and will disappear as child grows older." Gesell

SAMPLE PHRASES A MOTHER CAN USE WITH HER HEARING-IMPAIRED CHILD

36 MONTHS:

1. "Run to your chair." "Sit down"
2. "Pick up the ball." "throw it."
3. "Get your cup." "Give it to me."
4. "Find two red cars."
5. "What do you do with a hammer?" (child will probably show you)
6. "Pound..pound..pound."
7. "That's a loud noise."
8. "Don't hit your thumb."
9. "Here's your pencil."
10. "Find another ball" (for matching games)
11. "Get your red truck."
12. "Unbotton your shirt."
13. "Take off your shoes."
14. "Pull down your pants."
15. "Push your car."
16. "Push it fast." Push it slow"
17. "Good boy." "You're dry." (after going through the night without wetting bed.)
18. "Time for school."
19. "Kiss me goodbye."
20. "Here's a puzzle."
21. "Find the dog."
22. "Here's some clay."
23. "Roll it out." "Pat the clay."
24. "You can do it."
25. "Call the dog."
26. "Pet the dog."
27. "Feed the dog."
28. "It's Billy's birthday."
29. "We'll make a cake."
30. "Hear the beaters."
31. "The ovens hot."
32. "Afterwhile it'll be done."

Over-

33. "Frost the cake."
34. "It's pink frosting."
35. "It's cold outside."
36. "It's raining." "Hear the thunder."
37. "The sun is hot."
38. "How many??" *
39. "What color is the ball?" *
40. "What do you see?" *
41. "What did you find?" *

* Expose child to questions and give answers if necessary to get child used to answering questions. Be sure child understands and can say the names of the colors, objects, or number, before asking any questions.

SAMPLE EXPERIENTIAL ACTIVITY FOR THREE YEAR OLD CHILD

GOAL: Through an enjoyable experiential activity, child will learn to help, take turns and share responsibility with a sibling and their mother.

OBJECTIVES:

CHILD:

1. increase attention span
2. learn routine of cooking
3. awareness of household sounds
4. following directions
5. learn to share and take turns
6. use of spontaneous language or imitating sibling and adult language.

MOTHER:

1. give equal turns to sibling and hearing-impaired child to avoid jealousy.
2. introduction of abstract terms such as "maybe" "soon, and afterwhile."
3. Offer homonyms
4. expose child to plurals
5. teach social graces or manners
6. expect child to offer spontaneous or imitations of sibling and adult language
7. use household objects for auditory training.

CONCEPT: Color, size, shape, relationships, safety, sharing, baking.

DEVELOPMENT OF ACTIVITY: Mother has ingredients out on counter to make cookies. If possible, she should have a timer and two gingerbread cookie cutters, one large and one small. She also has the story book of THE GINGERBREAD BOY. Mother says:

"Get your aprons." (glance at them)
"We're going to bake cookies."
"Gingerbread cookies." (glance at book)
"We'll read it afterwhile."
"First, we wash our hands." (use appropriate language.)
"We're all ready."
"The ovens cold." (feel oven)
"We have to turn it on." (mother does so)
"Get a bowl, Mary." (Mary is not hearing-impaired)
"What size mother??"
"Get a big bowl."
"Bobby, find the wooden spoon." (mother may have to glance.)
"Here's the recipe."
"Mary, get the eggs."
"How many?" (Mary asks)
"Two." (Mother replies)
"How many eggs Bobby?? (Mother holds out the eggs and waits for Bobby to look before she speaks.)
"Count them." (If Bobby doesn't answer)
"One-two." (Mary helps if necessary)

-Over-

"We have two eggs."
Feeling the eggs, Mary says to Bobby,
"Feel the eggs."
"They're cold." (Bobby should try to imitate "col")
"I'll crack one egg." (mother says taking one egg)
"Did you hear the noise?"
"You crack the other egg Mary."
"Listen Bobby."
Then mother hands the egg beater to Bobby, and says:
"Beat the eggs Bobby." (calls attention to the noise)
"That's enough."
"Mary get the sugar please."
"Bobby get the measuring cup." (glance at it)
"We need one cup."
"Bobby, put the sugar in the cup."
"Get some more." (if Bobby doesn't fill up cup)
"That's enough."
"Pour the sugar in the bowl." (mother glances first at Bobby then at the bowl.)
"Stir the sugar Mary."
"It's Bobby's turn."
"Stir it slow."
"Around and around."
Procede with rest of ingredients using short phrases and giving child turns.
"The dough is ready."
"Mary put some flour on the breadboard."
"Not too much."
"Let's spread it around." (all three help)
"We have to roll the dough." (glances at rolling pin)
"Bobby get the rolling pin."
"Mary put some dough on the breadboard."
"Push it down Bobby."
"Help him Mary."
"Let's roll it out." (they take turns)
"It's nice and flat."
"Find the big gingerbread cutter Mary."
"Find the little one Bobby." (glancing at cutter)
"Push it down."
"Push hard."
"Left it up."
"There's the gingerbread boy."
"I'll put it on the cookie sheet." (mother does so)
Procede until sheet is full of cookies. Decorate cookies with raisens and M and M's for eyes, nose, and mouth and 3 buttons. Count the M and M's and talk about the colors.
"We're ready to bake the cookies."
"Be careful"
"The oven's hot."
"Mary, open the door."
"It's hot."
"I'll put the pan in."
"We have to set the timer."
"Now we have to wait."
"Afterwhile they'll be done."
"Let's read our book about the Gingerbread Boy."
The timer will go off before the cookies are done so mother can say:
"I hear the timer."

"Do you hear the timer?"
"Let's look at the cookies."
"Are they done?"
"Not yet."
"We have to wait."

Return to reading the story. When the timer goes off again repeat language. Remove cookies and have a party using good manners, "please may I have a cookie," "thank you."

GUIDANCE TO MOTHER: Repeat this activity at another time using frosting of different colors to decorate cookies. Be sure and put a picture of child baking cookies with sibling in scrap-book.

SUPPLEMENTARY EXPERIENTIAL ACTIVITIES, GAMES, TOYS AND MATERIALS FOR HEARING-IMPAIRED CHILDREN 0-3

The preschool years, from birth to age four (mandatory age for provision of educational program by a local school district), are the most formative of a child's life and parents play the major role in all areas of development. Through professional guidance, parents will realize the importance of providing interesting and appropriate activities and materials for their young hearing-impaired child. These activities should include sensory experiences through a variety of selective toys, games, art materials, and family and community inter-relationships. A child learns by doing, and he must be allowed to operate on his environment, take it apart, order it, measure it, and so handle it. This is vital for his intellectual, emotional, physical, and social development.

This section can be divided to be used either for a card file or as an addition to a curriculum notebook. These are basic suggestions which you will want to expand according to your needs and budget. There are four sections: birth to twelve months; twelve months to twenty-four months; twenty-four to thirty-six; and an appendix which includes appropriate books, records, films, play equipment, auditory training and finger play games.

SUPPLEMENTARY SUGGESTIONS FOR ACTIVITIES AND MATERIALS

TWELVE TO TWENTY-FOUR MONTHS

I. TOYS - Introduce one at a time to avoid confusing child.

A. Nesting boxes and rings to stack
B. Mailbox with geometric shapes
C. Pop beads
D. Beads to string
E. Form boards and balls
F. Push and pull toys (should make a noise)
G. Sand toys
H. Blocks to stack
I. Pegs and pegboards
J. Wind-up toys

II. ART MATERIALS (Child needs help in getting started)

A. Colored and white paper
B. Paper plates
C. Blunt scissors
D. Crayons (large)
E. Finger paints (may use shaving soap and vegetable coloring)
F. Pipe cleaners
G. Paste
H. Clay

III. GAMES

A. Matching:
1. match household items, such as socks, silver, pans, etc.
2. match identical toys

B. Mirror:
1. spray mirror with sudsy window cleaner and draw a face with eyes, nose, mouth and talk about them.
2. On clean mirror repeat language using mother's and child's face.
3. make expressive faces in mirror.
4. tounge and speech games
5. using animal toys, make appropriate sounds (bah, moo, etc.)

C. Action:
1. ball games
2. push car games
3. rhythm games such as bending, bouncing, swaying, swing arms, tapping feet, walking with another to music.
4. "Simon Says" type games for imitation

IV. EXPERIENTIAL ACTIVITIES

A. Involve child in household activities according to his interest and attention span. These must be informal and child initiated.

B. Take advantage of child's daily routine to develop receptive language and listening skills. (Expect imitation of some words and approximation of phrases.

SUPPLEMENTARY SUGGESTIONS FOR ACTIVITIES, MATERIALS, TOYS

TWENTY-FOUR TO THRITY-SIX MONTHS

I. TOYS - In addition to those already introduced, more complex toys should be offered to stimulate neurological, cognitive, language, and social development.

A. Gradation and seriation puzzles.
B. Nuts and bolts game
C. Colorforms
D. Number rods
E. Hammer and nail set
F. Doll house and furiture
G. Dolls to be used in dollhouse
H. Puppets
I Large boy and girl doll
J. Identical cars, airplanes, balls for matching colors and objects.
K. Colored eggs (plastic)
L. Snap blocks

II. ART MATERIALS

A. Sticker books
B. Appropriate color books
C. Easle and easle paints
D. Blackboard and chalk
E. Tissue, crepe, and textured papers
F. Paper punch
G. Material for collages
H. Yarn

III. GAMES.

A. Finger Plays: (see appendix for more)

1. For Fall: Red leaves falling down
Yellow leaves falling down
Over all the ground
Over all the ground

2. Anytime: Open - shut them
Open - shut them
Give a little clap
Open - shut them
Open - shut them
Lay them in your lap.

B. Mirror:
1. Clap and count to three
2. Stretching and exercise games
3. Help child be aware of his facial expression and movement while making certain sounds.

C. Other Games:
1. Blow bubbles, fathers, cotton balls, etc.
2. Throw ball into a tub
3. Tumbling exercises
4. Large motor games-hopping, jumping, standing on one foot
5. Ring around the rosy
6. Musical chairs

7. Pretend games - be an airplane, dog, etc. using pictures for language prop.
8. Baseball with two balloons, one long for bat, one round for ball.

IV EXPERIENTIAL ACTIVITIES: Involve child in family daily activities to develop language and listening skills while giving him a sense of his responsibility as a member of his family unit.

A. Helping Mother:
   1. Making beds
   2. Setting table
   3. Washing and wiping dishes
   4. Folding laundry and putting it away
   5. Picking up own toys
   6. Polishing furniture, shoes, silver
   7. Running vacumn cleaner
   8. Preparing meals

B. Helping Daddy:
   1. Washing and waxing car
   2. Empty garbage
   3. Rake leaves
   4. Pulling weeds
   5. In workshop

C. Family Plans:
   1. Preparing for picnics, trips, holidays
   2. Make popcorn
   3. Have a tea party
   4. Plant a garden
   5. Care of pets
   6. Trips to store

SUGGESTIONS FOR PARENT-CHILD ACTIVITIES IN THE

DEMONSTRATION ROOMS OR AT HOME

Kitchen: making toast, pancakes, jello, instant pudding, popcorn, squeezing oranges for fresh juice, setting the table, washing dishes, sweeping, washing floor, unpacking groceries, wiping up spilled liquids etc.

Bedroom: Making beds, putting clothes away, sorting clothing, dressing, putting a teddy bear in bed etc.

Bathroom: Going to the bathroom, washing hands, taking an actual bath, (talking about toes, soap, toys for tub play, hot cold etc) scrubbing the sink or tub, washing a doll etc.

Living Room: Decorate a Christmas tree, dust, play games, vacuum etc.

Basement: Sorting clothes, washing clothes, drying clothes, riding a bike, wheeling a doll, playing games etc.

Backyard: Pulling off dead branches, digging up soil in garden for planting, plant flowers, pull weeds, out grass, rake etc.

Other: Take a walk, a trip to the grocery store, polish shoes, nails, mirrors (spray mirror: great for drawing face with finger)
Use of imagination - such as "feeding" teddy bear, dolls,etc.

REMINDER :Individual Teaching Program

These guidelines relate to infants in the 0-3 years of age category.

It is appropriate to consider

1. The chronological age of the child (for appropriate activities)
2. The linguistic age of the child - for appropriate language input
3. The functional use of residual hearing - for emphasis upon audition with or without visual clues.
4. The ordinal position of the child in the family
5. The availability of supplemental members of the interdisciplinary team to provide additional stimulation for parents and child.

EQUIPMENT FOR CHILDREN 0-3

Good playthings and equipment should have the following characteristics.*

1. Free of detail as possible.
2. Versatile in use.
3. Involve the child in play.
4. Large, easy manipulated
5. Material warm and pleasant to touch.
6. Durable.
7. Work as intended.
8. Construction easily comprehended.
9. Sufficient quantity and roominess.
10. Encourage cooperative play.
11. Price based on durability and design.

Basic equipment for home and school should include:

1. Infant seat.
2. Playpen
3. Stroller
4. High Chair
5. Jump-up swing
6. Small rocking horse
7. Walker
8. Small table and chair set
9. Rocking boat
10. Rocking chair
11. Moulded plastic slides
12. Large and small blocks (may be made from milk cartons)
13. Wagon
14. Push-pull toys
15. Kitchen equipment (child size)
16. Play house equipment
17. Pounding toys and child size hammer
18. Climbing tower
19. Swings
20. Collapsible tunnel
21. Balls of all sizes to roll, throw, catch, match climb on.
22. Trucks and cars to push and sit or ride on.
23. Trains and track
24. Dress up clothes
25. Lotto games
26. Beads to string
27. Empty cardboard boxes
28. Sandbox and sand
29. Plastic pool for water play
30. Easle and easle paints
31. Record player
32. Rhythm instruments (large drum and cowbells)
33. Tricycle

* COMMUNITY PLAYTHINGS
Rifton, New York

TO : Winifred Northcott,
UNISTAPS Project Director

FROM : Dr. Shirley Moore
Department of Child Psychology
Director, Laboratory Nursery School
University of Minnesota

SUBJECT: Suggested Curriculum Activities

SUGGESTED TABLE OR FLOOR GAMES FOR HEARING-IMPAIRED PRESCHOOLERS

Construct a Man: Body parts in envelops--to be assembled by children who draw one item at a time from the envelops--simple as head, arms, legs and facial features for younger kids--for older, include body parts first, then clothes (inside and outside clothing), more detailed facial features, like eyebrows, beard, hair, etc.

Same in principle, house, car, truck, airplane, animals.

Could also play this as a "Find the missing part" game.

Feel bag: Present array of 6 or 7 objects (like pencil, tooth brush, toy car, block, crayon, safety pin, etc. -- anything you can find that has a distinctive shape). Have duplicates of each thing. Put one set of the items in a bag. Child reaches in without looking and selects one item. Then he must look at the array of objects before him and select the object he thinks he is feeling before he looks at his selected item. (Naming objects can of course be a part of this, too.)

Attribute block games: These blocks come in usually three shapes (triangles, squares and circles), three colors and sometimes two sizes--big and small. There are many matching games that can be done with them--also good for color, shape and size contrasts:

Example: Array can be lined up on table--including different shapes, colors and sizes. Each child may select one from a pile of duplicate shapes, colors and sizes until each kind of block is stacked three or four high. (This game is easier if there are not "Mismatches" in the pile from which the children select--that is, they will not draw a block that is unlike any lined up on the table.)

Classifying can be done by shape: boxes provided with black and white line drawings of each of the shapes--children draw a block one by one and deposit it in box for that shape--ignoring color or size. Same can be done for color--ignoring shape and size.

Matching sets: One child ("leader") selects from his pile of blocks, three to be displayed in a row. Each other child in turn duplicates the row from his own pile of blocks. For this game, each child should have an identical pile to work with so the others will be able to match any com-

bination of three he selects. (Can be more simple by beginning with 1 and going to as many as 4 or 5.)

All of these games can be accompanied by color names, shape names, simple verbal directions, demonstrations, etc. -- but do not depend on them for success.

Nesting barrels, boxes (like you have) or cups are also good for set-matching games. -- Each child arranges his in order of the leader child (or teacher). Can begin with three and work up to six or more.

(In games of this kind keep in mind that orientation can be a problem -- children should either sit on the same side of a table to do this -- so they don't have to match with a reversal of left-right, or better still, they can routinely put their array in the center of the table-- then a child matching can simply line his up right below or above the leader child's.)

Number concept games:

Games to use for matching qualities (probably up to five or six) counting, simple addition and subtraction.....

Basic material here may be a large supply of one-inch cubes. They can be purchased from Milton Bradley and come in about six different colors. You may want enough of them to use only one color and still have enough for each child to have 10 or so. Matching quantities games are better if color is not a variable.

Examples: each child gets a turn to add to a line of blocks (one color) until it matches a standard line-up in center of the table. Begin with three and if possible, kids can count as each child contributes a block. Each can also supply an entire set of three of his matched to the standard, counting each as he contributes it.

Completing sets: Teacher puts a set of blocks lined up on table--for example, a blue, green, yellow and orange block in line--then begins a matching set. Child must complete the matching set (perhaps he must add two or three to make the two sets match.) Then T begins again for a second child. As children can use number words (like "1, 2 or 3" -- T may ask him to say how many or color he will need to complete the set beofre actually completing it.

Matching lengths: You can use commercial Cuisinar-type rods for games of this kind. The rods are small--table or floor size--and divided into segments from one to ten. Each rod is one segment longer than another in the set. If you have several sets the children can each have a set or selected rods can be used for some games.

Variations of matching lengths: T can select a given length--perhaps 4 segments long--and put it in center of table--each child must find

his 4 segment one to match--then continue with others until all have been matched. T might put a pattern of two or three--like a 2 segment, followed by a 5 segment with a 4 segment last. Children each follow in turn--perhaps just putting the "next one" in--or maybe duplicating the set of three.

As children become capable of recognizing or counting segments, they may learn to add the next one--one segment longer than the last one--without the use of a pattern. Encouraging them to count while enumerating one segment at a time would be good but start with 2 and 3--not 10.

Domino Match: This activity requires flat, square blocks with dots (placed about as they are on dice). Again, if you have several sets, children can use them in a variety of ways--matching a quantity (like the "2" block) placed on the table by the teacher, seriating them from 1 to 5, arranging a disarray of them in order using a pattern of ordered ones--and finally without a pattern--just by counting or recognizing the respective quantities.

Candy Land Came: I would suggest you look at this game if you are not familiar with it. It involves moving a marker along a segmented path to a goal. Each child moves the number of spaces a spinner indicates. Simplified variations of this game could easily be made in which the path is simplified, the spinner includes only 1, 2 and 3s (to accommodate to kids who are just learning to count) and the segments are enlarged.

Picture lotto: There are a great many variations on the general theme of matching pictures in a lotto-type game. I believe you had some examples of this among your materials. These materials typically include 5 or 6 cards with 6 to 8 pictures on each. There is also a duplicate for each of the pictures. When the duplicate is held up, each child must decide whether or not that picture is one of those on his card--if so, he takes it and covers the matching picture on his card. We play the game until all of the individual cards are placed--rather than until one child has a completed card. They can be used in many different ways--for example, T can introduce just one card and each children can be given a turn to match a picture to the card.

You may be able to think of appropriate variations. With our kids, T sometimes tells the child something about the item pictured as she draws the individual card, but does not show it to the children. For example she may have drawn a picture of a TV set and say to the children (before showing it to them) "Who has a piece of furniture that has a screen in front and a picture on the screen that we like to watch." The child must look over his card to see if any item fits. For very young children, naming the items might be helpful--perhaps for your kids, too.

Another variation can be done with similar three-dimensional items to go with pictures. For example you may get together a supply of small picture cards which include animals, vehicles, figures, geometric shapes, etc. Then also get together a supply of matching (or roughly matching) miniature toy itmes of the items pictured. Kids can then play games of matching the

pie to the item. For very young children this game might help them to understand the nature of representation in pictures.

Relational concepts: This may or may not be an appropriate activity for your children. We help kids learn these concepts partly by playing games involving either imitation with labels, or following directions. The concepts involved are abstract words like, in, on, on top of, under, behind, between over, etc. The materials may be something like four or five nesting boxes open on one side, and two or three 1" cubes (or the Milton Brailey kind mentioned before). For the imitation and labeling activities, T selects a block and puts it in some relation to the boxes--like "in the red box", "behind the yellow box", "on top of the blue box", etc. Child imitates, verbalizing at same times. Your kids might imitate without verbalizing or some other variation. Kids can also follow each other's leads in this game. Finally, the child might be given an instruction without T as a model. T says "Put the yellow cube into the blue box" etc. Like most of these activities, one can begin with very easy items and work up to very difficult ones that are a challenge to the most capable children. For example, in this game the child can try to remember a string of three or four directions like "Put the red cube behind the yellow box, the blue cube into the green box and the orange cube on top of the red box".

Sequence: These materials are picture stories--usually composed of three or four pictures--that must be put in sequence in order of happening. For example, one sequence might include three pictures, getting dressed, having breakfast and going to school. The child puts them in order. This is usually introducted to the children in story form and may require too much verbal orientation for your children--but they have the advantage of developing as a story does, relying primarily on the pictures vs. words. Bank Street in New York also puts out picture-story books--books picturing a story without any words to be read at all. They are quite good and I would think would be usable for your children.

Felt-board Figures: Can also be made for use in story development.

GENERAL GAME SUGGESTIONS:

All should be non-competitive. Children are helped, when they have their turn, to make a good game response. T gives the less capable children an easier game task or repeats items she knows he can do. Games that typically have a "winner" like the first one finished, are played without regard for a winner. Children have equal turns--take an extra to catch up if necessary or have one or two extra at the end to finish up their part of the game. Don't try patience and waste time by long waits for turns--most things like this should have no more than 3 or 4 children involved. A few can be done in large groups, where each enjoys watching the others have their turn. Take advantage of peer imitation as well as the child following T's land. If they are not fun, don't do them.

GOOD LUCK

INDIVIDUAL TEACHING

This is an essential supplement to group activities programmed for a three-year old. The period of instruction involves the triangulation of parent-teacher-and child for effective implementation in the home. It stresses the development of communication skills:

1. The dynamic use of residual hearing in communication
2. Development of speechreading skills as a supplement to the functional use of hearing
3. An acoustic approach to language development
4. Concern for intonation, rhythm, the inflectional patterns of speech
5. Expansion of language concepts through introduction of printed symbols in experience stories

The use of the Weekly Progress Report is essential for the design of individual behavioral objectives for parent, teacher and child. The activities selected for each week are designed to meet these objectives. (Refer to developmental norms, by age, for selection of appropriate activities) Please see following page for sample of a Weekly Progress Report which has been completed by the teacher.

SAMPLE

(USE OF WEEKLY FORM : PARENT AND CHILD)

DATE April 1, 1971 WEEKLY REPORT FOR Pam S. (2 yrs, 4 months) BY Parent Counselor/Teacher

(SECOND VISIT)

ACTIVITY	CHILD'S BEHAVIOR	BEHAVIOR OF ADULT ACCOMPANYING CHILD
Pulling stuffed animals out of a bag	Pam glanced up fleetingly but at times her attention span lasted for as much as 4 words of input	Quality of interaction Mother more relaxed, sat back in chair, smiled a lot. Honest about how hard it is NOT to ask questions instead of making statement when talking to Pam. No whining- a reasonable ch.
Playing with gaily-colored rings and putting them on a peg stand	Good attention initially then engrossed in toy. No interaction in play.	Response to child's gestures, expressive language Mother using rather stilted expressions, and unnatural voice patterns, at times.
Putting animals in wagon, giving them a ride. Taking a Kleenex out of box, giving one to Mother.	Pam followed eye clues for 3 different suggestions re wagon and toys to put in it. Followed my eye clue and gave Kleenex to mother when I said, "Give one to mother," handing her the tissue.	Inflectional patterns Two and three-tone variation in pitch; spontaneity is missing- it's as though she is trying to apply principles so new to her at the same time she is speaking.
	Came wearing hearing aid .... Yes	Behavior management of child Good- little girl comfortable and content with mother- affectionate and receives affection. Mother talking about older son- in a different way than last time, telling the cute things he says and enjoying the boyishness of him.
	Used aid during session ..... Yes (Wears it all day now)	

CHILD'S LANGUAGE

RECEPTIVE

Auditory Attention and Discrimination

Pam turned around when I called her name.

1. Hears It: Mother reports no response to any additional sounds other than vacuum cleaner, door slam, keys shaking, rattling full paper bag of toys.
2. Localizes: Does not localize presently.
3. Responds:
   Pam stopped and looked around when I dropped box of blocks.

Speechreading (Multisensory)

1. Specific
   "Daddy's coming." "Let's go outside"
2. General
   Glancing up for an average of of 3-4 words, sometimes only for one!

EXPRESSIVE

Examples

Vocalizing:

Babbling: Freely

Voiceless speech:

Holophrastic:

Echolalic:

Telegraphic:

Free expression:

Gesture language

None

Mother reports difference in volume when aid is on, Pam babbles with more inflection. Used shrill voice when seeking mother's help to lift heavy stuffed animal.

"HOMEWORK FOR PARENTS"

---

1. Mother's activities of past week: Mother reading materials provided in packet by Alexander Graham Bell Association for the Deaf, for parents. Paul (4) had a birthday. "I listened and a lot of those kids aren't talking very well either!" "I listened to 2-year olds talk, they don't talk much, do they." Telephoned Mrs. G. (suggested last week) who has 3 year old hearing-impaired child. M. comment: "I've been helping my neighbors; they were all gesturing and pointing, so now they are getting the message. TALK and use your eyes."

2. Father's activities of past week: Daddy is beginning to do special things (going to get gas for the car) with Paul, letting him stay up a little later and reading to him after Pam is in bed. Paul seems a bit more relaxed. Dad enjoys fact Pam hears his voice when he calls. Gives Pam her bath nightly and talks to her.

3. Parents' questions: 1Reason why statements are used and not questions...2."She can hear normal conversation with her aid on." Response: explanation of "listening age" (now 6 weeks) and expectations for child with 6 weeks of language input.3.Asked if parents could join group meetings, observed another mother and 3 year old. Was impressed with that mother's conversation. "She knows what to say when J. looks at her."

4. Suggestions to Parent: Select two household sounds (water running in toilet, sink, electric mixer) for emphasis. Start your notebook - not elaborate or frequent notations. Notice whether Paul gestures to Pam - are they natural 4-year old gestures or only pattern of communication with Pam? Discourage latter. Try to use a stronger voice, vary volume for occasion.

   Next scheduled visit: Next week, same time. Told mother (honestly) she has a lovely expressive face.

Modified By:*
Staff, Whittier School (0-3 year olds)
Minneapolis Public Schools
(Laboratory Facility for
Exemplary Preschool Program for the
Hearing-Impaired, P.L. 90-538
Minnesota Department of Education
Winifred Northcott, PhD., Project Director

*Original form was designed by staff at Central Institute for the Deaf for use in their Demonstration Home Program for Infants

INDIVIDUAL TEACHING

Individual teaching is an essential supplement to group activities for young children whether they are programmed into a nursery school for hearing children or (if appropriate) into a self-contained group of hearing-impaired children.

The period of instruction involves the interaction of parent-teacher- and child, each in an active role, in order to encourage the transfer and maintenance of educational gains through home training.

This section describes the objectives and principles of the individual teaching program. However, it is expected that a teacher will use her own creativity in developing a unit, depending upon systematic informal behavior observation of the child as a means of estimating his developmental status in cognitive, motoric, affective and social realms.

The emphasis is upon the development of communication skills through stimulation of the child's auditory function, supplemented by visual (speechreading) clues as required.

Question: "What is done about the teaching of speech to three-year olds?"

Answer: A synthetic, not analytic, approach is recommended to the teaching of speech. This means that speech and language are taught together, and individual speech sounds are not drilled upon in isolation.

Question: "Is speechreading taught as a separate skill?"

Answer: At this age, children are easily distracted when required to speechread objects (a shoe, a horse, a cow, a baby). On the other hand, they orient very quickly to speechreading whole sentences for the thoughts they convey. Since most children must speechread all day long as a supplement to the use of residual hearing, it is not necessary to use an analytic approach with them. It may be done selectively for a child who needs it.

Rationale: Individual Teaching

This is an appropriate way to meet individual needs of children. It permits an informal systematic analysis of the child by the teacher as well as diagnostic and prescriptive evaluation of the child's social, visual, motoric and intellectual skills.

The purpose of individual teaching is to develop the potentialities of the child through language, not the teaching of language itself. The goal is the development of thought and as such must be associated with a person and a social or experiential situation.

The activities are determined by what is relevant to the child, his feelings and his activities. Thus it is an individually prescriptive program. The child is in a natural readiness period for language learning through experience with minimum interference from poor habits learned earlier.

Assumption:

It is assumed that each child is fitted with a hearing aid, worn all day, in good working order, and adjusted to a comfortable listening level. Every child will be seen for individual teaching regardless

7. Satisfaction in play with hearing peers in a formal nursery school or in the informal neighborhood setting.

Objectives: Parents

To:

1. Consistently call the child's attention to environmental sounds.

2. Feel comfortable in "feeding in" natural language connected with the child's daily activities.

3. Be aware of behavioral differences in the child when his hearing aid is not working.

4. Promote good hearing aid care and usage.

5. Reinforce attempts by the child to vocalize by expanding his utterance into a full sentence related to an activity.

6. Daily follow-through of principles and concepts being developed in individual teaching sessions.

7. Be more creative and ingenious in relating to and playing with own child.

8. Keep a general balance between child-centered time and the normal routine of being an adult, with attention to a parent's obligations as a home-maker, or job-holder, or both.

9. Provide a stimulating learning environment for an infant in his home.

Objectives: Teacher

To:

1. Offer a child an environment conducive to optimum learning.

2. Provide an enrichment of auditory experience to insure optimum use of residual hearing.

3. Prepare a learning environment for a child based upon his interests, language level and auditory experience.

4. Write individual behavioral objectives for the child and his parents, and design appropriate activities to meet them.

5. Demonstrate knowledge of methods, materials and techniques useful in teaching the "normal" infant, 0-3 years of age.

6. Draw educational interpretations from reports of social workers, audiologists, and psychologists.

7. Continue parent support and provision of ample time for two-way discussions concerning parents' feelings and knowledge.

8. Work as a member of an interdisciplinary team in designing an individually prescriptive educational program suited to the child's needs and abilities.

The measurement of progress in achieving these objectives will depend upon the teacher's consistent use of 1) Weekly Progress Report (see p. 23) 2) standardized testing and objective measurement 3) the teacher's informal systematic behavior observation 4) anecdotal description 5) developmental log and time samples 6) comparative video-taping and recorded speech samples.

N.B. Language has a social dimension which means it is thought both received and expressed by the child, helping him to express his personality.

The lack is in vocabulary and functional concepts, or the ability of the child to think in terms of words. There should be conscious effort on the part of a child for self-expression through spoken language but not a laborious effort. A skilled teacher knows the difference.

SEQUENTIAL ACTIVITIES IN THE INDIVIDUAL TEACHING COMPONENT OF A PARENT-ORIENTED INFANT PROGRAM, BIRTH TO THREE YEARS OF AGE

Described by Patricia Kennedy, Parent Counselor/Teacher, Infant Program,
Whittier School, Minneapolis Public Schools

The following pages describe the educational services offered a single child and her parents, provided during individual teaching sessions. Although the basic emphasis is upon the development of communication skills through auditory training, parent guidance and counseling, home visitation, observation of the child in the nursery school for hearing children in which she was placed, and experiential activities are also integral parts of the individual teaching program.

This schedule was designed for one child below the age of three who was enrolled in the Parent-Oriented Infant Program of the Minneapolis Public Schools. It would, of course, need to be adapted for the individual teaching of other children of comparable age, based upon the teacher's informal assessment of each child's developmental level in cognitive, social, emotional and motorical areas of performance. (See appropriate pages in this book for developmental norms).

The primary goal of the Infant Program for hearing-impaired children is to "develop emotionally stable, confident, competent families who will provide a stimulating listening and learning environment for the hearing-impaired child in his home. The schedule of visits is dependent upon:

1. parent attitudes and understanding of their child and his hearing loss
2. relationship between parent and child

3. child's use of residual hearing
4. intellectual and social abilities of the child
5. the strengths and resources within the child, his family, and his community*"

Before any family enters the Minneapolis Infant Program a social worker who is a member of the interdisciplinary team makes a home visit. This gives valuable insight into the child's role in the family constellation, family status, home environment, and some insight into parent attitudes concerning themselves and their child. The social worker's objective report provides baseline information which can be used in the initial meeting with parents in providing realistic guidance to the family. Subsequent visits are made to the home by the Parent Counselor/Teacher if they are required. Otherwise, the parent and child come to the demonstration home rooms in a school setting. (Whittier School).

In developing this schedule, one family was chosen as a model. The highlights of their activities in the individual teaching program is described for an entire school year. Pam was two years and four months of age when she entered the Infant Program. Her hearing loss, using the definition found in A Sequence of Auditory Learning Objectives: Definitions (see table of contents) would be considered severe, for the right ear: 75 db at 500 cps; 80 db, 1000 cps; 70 db at 2000 cps. She had no measurable hearing in the left ear.

Pam was fitted with an appropriate hearing aid and had worn it full-time for three weeks before entering the program. At that time, she

*Educational Guidelines: A Family-Oriented Preschool Program for Hearing-Impaired Children in Minnesota. State Plan. Approved by State Board of Education, 1968.

had no expressive language and gestured or screamed to make her needs known. The family consisted of two parents and an older brother, age four.

Note: It is advisable to plan each session in advance, writing the general goal of the experiential activity and the objectives for parent, child and teacher. Keeping up the Weekly Progress Report, found in these Curriculum Guidelines, permitted a record of progress and served as one diagnostic tool for modification of activities following assessment of objectives.

Note: The schedule of objectives and activities listed in subsequent pages relates only to the development of Pam's receptive and expressive language.

However, in each individual teaching session, there is concern for the parents' attitudes and feelings on having a handicapped child. An attempt is made to respond fully to all voiced and implied questions by a parent. They will range from personal matters to family interactions and various facets of child growth and development as well as expectations for the future.

Please see the section Parent Guidance for a partial list of facets of child growth and development to be touched upon as the child's behavior or parents' questions dictate. A parent is encouraged to keep a notebook recording the highlights of progression or regression in these areas. This reporting on one facet or another is part of every individual teaching session.

In the section that follows, description of the activities to meet stated objectives will be found within parentheses and should only serve as examples of types of information and conversation which may be shared with a parent.

September: Initial Guidance and Individual Teaching Session

Goal: Getting and giving information to a parent.

Objectives for Teacher

The teacher will

1. put the parents at ease
2. ask questions providing clues to the degree of parent understanding of Pam's hearing loss, their acceptance of a handicapped child, and desire to help her.
3. observe the quality of parent-child interaction (check Pam's aid and explain her listening age is equal to that of a three-week old infant due to recent fitting of an aid. Discuss difference between hearing and listening.)
4. determine how much parents understand stages of normal language development (discuss stages: vocalization, babbling, imitation, one-word sentence, telegraphic speech; expansion, induction)
5. give parents an assignment to be carried out at home (e.g. check Pam's hearing aid before putting it on and give Pam something to listen to immediately, preferably father or mother's voice. They will then encourage Pam to babble in response so that she will get auditory reinforcement from the sound of her own voice.

Parent Counselor's or Teacher's Notes: Parents seemed calm during the session. However, it was noted that mother shredded Kleenex while she talked about her daughter. Pam was able to follow a simple and very short command phrase, using eye clues to convey meaning. "Give one to Mommie." "Throw it away" (looking at the wastebasket). Her voice quality was shrill and her visual attention span was very brief.

September: II Session Activity: Parent-counselor/teacher demonstration of an experiential activity appropriate for Pam's interest level, age and attention span. (Put-

ting colored wooden rings on and off a peg and rolling them down a ramp)

Goal: Through demonstration, mother will see and hear teacher use and explain techniques to encourage Pam to develop good listening habits, and an awareness of conversation connected with an activity which leads to the building of a receptive vocabulary, and how to encourage a verbal response.

Objective:

1. Provide an experience for Pam involving multi-sensory stimulation (auditory, verbal, kinaesthetic, motor)

2. Encourage Pam to listen and look when a three-word phrase is given: ("Here's a ring. Put it on. Down it goes).

3. Demonstrate interesting intonation patterns (short phrases and not single words will be used when speaking to child.)

4. Demonstrate how Pam will follow an eye clue and why it is important never to point.

5. Show parent that Pam will turn her head in response to an auditory signal given behind her back. (She won't understand the words, but she should hear them and the teacher will immediately help her identify the source of the sound - "Yes, I said go!" and let the ring go down the toy ramp.)

6. Take a picture of Pam and mother for the scrapbook that mother will begin for Pam.

7. Suggest to mother that she play a similar game at home with Pam using above techniques.

8. While Pam plays with an aide, teacher and mother will discuss normal child development referring to Gesell norms.

September: III Session

Activity: Teacher demonstration with mother's participation. (Wash a baby doll.)

Goal: Provide an auditory, kinesthetic, motor and verbal experience for Pam to encourage a good self-image, and to help mother gain self confidence in assuming the lead role during the activity.

Concepts: dirty, clean, dress, shoes, socks, wash, dry, wet, soap, facial features, arms, legs and blowing.

Objectives: (Language)

1. Teacher will observe Pam's attention span and her response to verbal commands. ("Blow!")

2. Mother will expose Pam to language above her receptive level connected with activity. ("Oh! You're sopping wet.")

3. Mother will take advantage of every opportunity to expand Pam's imitations of single words. (Pam says, "baby," and mother says, "The baby is dirty.")

4. Mother will give Pam verbal commands behind her back for language the child knows. ("Get the soap.")

(Teacher will answer mother's questions and take a polaroid picture for the scrapbook. Mother will jot down in her notebook Pam's attempts at imitation and what phrases she is learning to lipread.)

September: Session IV

Activity: Mother and child activity. (Auditory training game.)

Goal: Mother will demonstrate self-confidence in helping Pam give evidence of learning to listen.

Objectives for Teacher: The teacher will:

1. observe mother and child engaging in an activity.

2. make appropriate suggestions concerning mother's choice of activity (use of short phrases, intonation patterns, and on-going auditory stimulation.)

Objectives for Mother/Child: (Language and Method)

1. Mother will introduce two instruments, one at a time, using appropriate language (sentence length, inflection, etc.)

2. Taking turns, mother and child will play with the drum and the whistle.

3. Pam will begin to understand the concepts of loudness and softness.

4. Using natural gestures and language, mother will help Pam listen to the two sounds from an increasing distance. (Mother hits the drum, points to her ear, and says, "I heard that." "Did you hear that?")

5. Pam will learn to march when she hears the drum and stop when the sound stops.

6. Without looking, Pam will try to identify the right instrument after listening to mother play them.

7. Mother will share her notebook jottings with the teacher and jot down environmental sounds that Pam has begun to respond to, at the next visit.

October: Session I

Activity: Video-taping Pam and Mother in a joint activity. (Mother brought cards with one picture on each one for Pam to name.)

Goal: The tape will be used as a teaching device and be kept as a permanent record of child/parent growth.

Objectives for Teacher: The teacher will observe:

1. quality of inter-action.

2. Pam's attention span. (auditory and visual)

3. Mother's expansion of Pam's single words.

4. Mother's use of good intonation patterns for Pam to imitate.

5. Mother's management of child's behavior.

6. Teacher and mother will discuss the tape.

7. Teacher will explain how this activity can be used for auditory discrimination. (Mother covers her mouth and asks Pam to find the red ball and give it to the teacher. Pam must listen and choose the correct picture from four or five cards.

Teacher's notes: At this point, Pam had an expressive vocabulary of twenty-five words and a few two-word phrases. She was imitating the last word she heard in a phrase and her listening ability was developing.

Mother was doing an excellent job at home involving Pam in many activities, plus keeping her notebook and adding to Pam's scrapbook.

October: Session II

Activity: Parent-counselor/teacher demonstration of methods used to help Pam develop better listening skills. (Make breakfast and stack clowns.)

Goal: Through an activity, Pam will begin to associate sounds with their source.

Objectives for Teacher: Teacher will:

1. call attention to loud sounds (open refrigerator door and close it loudly. "The door banged. I heard it." Same approach for water running, pop up toaster, pan dropped on floor.)

2. give Pam verbal commands using eye clues to convey meaning ("Get the milk. We need a cup, etc.")

3. Assess child's eye-hand coordination (while stacking clowns.)

Objectives: Mother/Child Mother will:

1. Use interesting inflectional patterns in speaking (Mmm, that cereal tastes good!")

2. Expand Pam's free expressions and imitations. (Pam says 'Water" and mother expands, 'The water is cold.')

3. Encourage imitation of speech (when clowns fall down mother will say 'Bang, bang, bang.') (From teacher's explanation, mother will learn that running water is about 77 db of sound and that Pam can learn to hear it.)

October: Session III

Activity: Making cookies.

Goal: Teaching good habits: sharing, taking turns, understanding the sequence of experiences in an activity

Objectives:

(Language and Method)

Teacher and Mother will:

1. Introduce sequence of events using short phrases: ("Let's make cookies.")
   ("First we wash our hands.")
   ("Find a big bowl.")
   ("Open the box.")

2. Let Pam smell, taste, and feel the ingredients.

3. Call attention to environmental sounds (when rolling pin falls, Pam responds by looking down at the floor, and says "fall down." Mother expands this by saying, "The rolling pin fell off the table." "Pick it up.")

4. Take opportunity to reinforce concepts of eyes, nose and mouth (while decorating the cookies.)

5. Share responsibilities (It's my turn to stir. Now, your turn.")

6. Take a picture for the scrapbook (and talk and look at it while the cookies bake.)

7. Introduce abstract concepts (afterwhile, soon, maybe, in conversation connected with activity.)

October: Session IV

Activity: Carve a Halloween pumpkin

Goal: A seasonal activity to encourage child to communicate, using her own spontaneous language.

Objectives: This activity will provide another opportunity for Pam to understand the order of events.
("Here's a pumpkin.")
("First, we'll draw a face.")
("Get a pen.")

(Language used to achieve Objectives)

1. The teacher will reinforce facial features and observe if Pam knows their names.
("I'll draw two ---- Pam says "eyes".

2. Encourage mother to wait for Pam's free expressions. ("Now, he needs a---- Pam filled in with "nose".)

3. Introduce concepts of being careful. ("The

knife is sharp." "I'll be careful." "Be careful, the candle is hot.")

4. Introduce concepts of feeling and smelling. ("Pumpkin seeds are wet." "Pumpkins smell good.")

5. Use vocabulary that has meaning to child to obtain a response. ("The pumpkin is happy." "He's smiling." "You're smiling." Pam said "Happy.")

6. Introduce present participle of verbs - ("You're pulling." "Mother's cutting." "Pam's pushing.")

7. Encourage imitation of two word phrases: ("Light it." "Another eye." "Pull it out.")

November: Session I

Goal: Through observation and games, teacher will assess the child's development in the following areas: color, size, and form discrimination; spatial concepts; number of words and sentences the child speaks; questions child asks and answers; how child plays and interacts with peers; gross and fine coordination; balance; and physiological rhythm.

Objectives for Teacher: This assessment will be used:

1. as a baseline for future assessments.

2. as a diagnostic tool.

3. to plan future sessions to meet child's needs.

4. to compare child to normal hearing peers.

5. to determine if child is ready for more structured type of activities.

November: Session II

Activity: Playing with picture cards.

Goal: A more structured activity for auditory memory and discrimination at a distance of 5, 10, 15 feet and different directions.

Objectives for Teacher/Mother:

(Language)

Teacher and Mother will:

1. Observe Pam's ability to recognize objects and actions in response to a verbal command behind her back. ("Find the red car." "Give the ball to Pat.")

2. Mother will expand Pam's spontaneous language: (Mother says, "Find Paul's picture." Pam picks it up and says, "Paul home." Mother expands, "Paul's at home with Grandma." Mother moves around the room at teacher's suggestion, asking Pam to find certain cards. Pam would turn to look where mother's voice was coming from and then make the correct response after mother repeated the command, still at a distance and with her mouth covered.)

3. Develop Pam's auditory memory span by asking her for two cards: "Find the baby, the shoe." (This was fine discrimination and Pam couldn't do it immediately.)

4. Teacher will explain to mother the necessity of developing auditory memory and how she can follow through at home with Pam.

5. Use of interesting intonation and inflectional patterns for Pam to imitate.

November: Session III

Activity: Pasting clothes on cut-out dolls (boy and girl)

Goal: Develop self-image and the use of language to convey needs.

Objectives:

1. Pam will be exposed to functional concepts (boy and girl) through activities. (Teacher will check to see if Pam can demonstrate knowledge of the concept of different articles of clothing. "Find the girl's dress." "Get the boy's shoes." Offer choices. "Do you want the pink or the blue dress?" Use of adjectives for Pam to imitate. That's a pretty dress. Paste is sticky." Mother will encourage Pam to imitate.)

2. Observation of fine motor skills demonstrated through an appropriate activity. (Pasting and picking up small pieces of cut-out papers to see how child handles them. Mother will use language connected with the activity. Pam points to jar and says "More" and mother makes her ask again, "I want more."

3. Use of personal pronouns through imitation. (I want some. I'm a girl.")

4. Use of question and answers to expand language. ("Where's the boy's shoes? Here they are.")

5. Introduction of one new phrase ("Help me!") Teacher tells mother to look at Pam expectantly, waiting for her to imitate the phrase after mother presents the model.)

November: Session IV

Activity: Play involving a doll house.

Goal: Develop concept of self and being a member of family.

Objectives: The activity will:

(Language and method used to achieve objectives)

1. Increase Pam's attention span for one activity from ___ minutes to ___ minutes.

2. Introduce members of the family ("Here's Mama. Hi, Mama. Here's Daddy. Hi, Daddy. Put Daddy in bed. Mama wants to sit down in the chair.")

3. Encourage Pam to imitate mother's inflectional patterns (changing her voice pitch for Mama, Daddy, and Paul. Continued exposure to question form. "Where's Daddy?" Pam answered, "bed." Mother expands and adds, "Sh! Daddy's sleeping.")

4. Increase use of abstract concepts. ("Soon, Daddy will get up. Daddy will get up after a while.") Mother will reinforce these concepts at home using cut out pictures of furniture and family members and expand concepts of prepositions by hiding a ball under a chair, on the chair, in the box. Mother can ask Pam. "Where's the ball? It's on the chair", etc. Teacher will remind mother to add new phrases and words that Pam is using expressively, to her notebook to be reported to the teacher at the next meeting.

December: Session I

Activity: Nursery Rhymes

Goal: Development of imagination through pretending (by means of an enjoyable activity).

Objectives:

(Language and method used to achieve objectives)

1. Encouragement of spontaneous expression by Pam, through activity. (Read story to Pam, showing illustrations on each page)

2. Reinforcement of every utterance by mother's expansion into a complete sentence. (Mother will pretend to be Humpty Dumpty while teacher recites verse. Pam, mother and teacher will build a wall out of blocks. "Here's a big block. Get another one. That's too small." Repeat rhyme while Pam sits on wall. Have her fall off the wall, with help, when she hears "fell off the wall". Teacher, mother, Pam will take turns being Humpty Dumpty, encouraging Pam to repeat the rhyme with them. Reinforce this activity with felt board characters or finger play and suggest other nursery rhymes to mother that she, Pam and Paul can act out at home.

December: Session II

Activity: Counseling session with Pam's mother concerning hearing nursery schools.

Goal: To select an appropriate nursery for Pam to attend when she is three years of age.

Objectives for Mother:

1. Parent understanding of the criteria for placement in a hearing nursery (See Integration into a Regular Nursery School).

2. Visit to nursery schools in neighborhood to select a suitable one. (The teacher will then visit the one selected by the parent, talk to the teacher and observe the nursery group in session. Further discussion with the parent will ensue. Mother will make arrangements for Pam to enter the school in the fall. Teacher will invite nursery school teacher to an appropriate in-service meeting, explaining about the support services provided the regular nursery staff. Request approval to make once-a-month support visits and to video-tape Pam in Fall and Spring.

Objectives for Child: Placement in a hearing nursery will provide valuable learning experiences for the hearing-impaired child.

1. A hearing nursery will help Pam to:
   a. learn rules of nursery
   b. use expressive language to communicate needs
   c. be surrounded by peer language models to imitate
   d. learn to share and take turns
   e. enjoy being with children her own age

December: Session III

Activity: Talk about some aspects of the Christmas season and if time permits, mother and child can make father a Christmas present and wrap it. (Hand print of child in clay or paperweight with child's picture in it.)

Goal: To prepare child for all the joys of Christmas and concept of giving.

Suggested Activities for Mother and Father
- visit Santa Claus with Pam
- buy and decorate tree together as a family
- buy and wrap presents for members of family
- involve children in making cookies
- read stories to Pam (Night Before Christmas and a simple story of the Nativity.)
- take many pictures for scrapbook
- share scrapbook with visiting relatives

Objectives for Teacher:
1. talk to mother about appropriate toys to buy for child that will encourage expanded language, good listening and manipulative skills
2. Pam will help make her present for Daddy and wrap it

January: Session I

Activity: Counseling session with mother

Goal: Review child's progress and feelings of mother now that she has been involved in our program for four months.

Objectives: Teacher and Parent
1. Add notations to Watson-Pickles Boon Scale (see Evaluation)
2. Review selected Auditory Learning Objectives and Expectations (see Guidelines.)
3. check mother's notebook to assess progress
4. Review of Weekly Report Forms and discussion

a. talk about how to encourage Pam's phrases from holophrastic, telegraphic, or two word phrases to three word sentences*

b. discuss how normal hearing children learn rules of grammar and how we can help child learn. (Through imitation and expansion Pam will begin to induce her own rules of syntax.)

c. teacher will remind mother of the importance of spending time with siblings also, and how she can involve them in the games she plays with Pam.

*The teacher will have made notations on the Watson-Pickles Scale in the early fall.

January: Session II

Activity: Video-taping of Pam and mother.

Goal: This tape will follow the one made in October to assess Pam's progress in language development, listening ability, quality of mother/child interaction and mother's speech models. (Use same activity as in fall)

Objectives for Teacher: Teacher will:

1. replay fall tape
2. analyze both tapes with mother
3. notation of Pam's use of free expressions, speech, and auditory discrimination
4. make suggestions to mother as to how she can improve her teaching techniques
5. demonstrate to mother how to further expand activities encouraging spontaneous child language.

January: Session III

Activity: Opening boxes filled with various objects such as comb, cup, sissors, etc.

Goal: Expose Pam to new syntactic forms (verb endings) and the use of objects.

Objectives: Child (Language and method used to achieve objectives)

1. Increased awareness of adult conversation directed to Pam.
2. Increased spontaneous expression relating to activities.

3. Attempted imitation of new syntactic patterns, presented by parent. (Take turns shaking the boxes to determine if Pam can or cannot hear something inside. "I hear something!.... I don't hear anything."

   Use command, "Open the box." "What did you find?" If child answers, "car", teacher or parent will help her imitate "I found a car."

   Teacher will ask, "What's a car for?" then answer her own question, "To ride in." Encourage child to repeat answer.

   Expand the game by having a small doll to put in the car. "Daddy wants a ride. Put Daddy in the car. Daddy's riding in the car." Open the remainder of the boxes, one at a time, using short appropriate sentences. Wait for the child to speak spontaneously, expanding her language. Teacher should record child's interest in activity, her attempts at phrases, her ability to answer a question.

February: Session I

Activity: Make instant pudding and, if time permits, have child slide down a slide with a stuffed animal.

Goal: Auditory training employing new environmental sounds. Encouragement to listen to a longer sentence before reacting to a command.

Objectives:
Child

1. Pam will participate freely in a sequence of events relating to making instant pudding.

   (Mother will let Pam open the box, smell and taste the pudding, get the milk, pour them both in a blender and stir them with a spoon. Conversation directed to Pam will relate to "Open the box", handing it to Pam. "Mmm, it smells good," as mother sniffs deeply, handing box to Pam, etc. Pam knows the word "stir" so mother offered her the homonym "mix" at the teacher's suggestion.)

2. Pam will show interest in new environmental sounds called to her attention.

   (Let the child turn on the blender. Immediately tell her, "I heard it.... Do you hear it?" Child can also feel the blender vibrate. Take a polaroid picture for Pam's scrapbook. Use slide for additional auditory stimulation. Pam at top of slide, mother says behind her back, "One, two, three, GO"; Pam is encouraged to wait for the command. Then Pam repeats the activity, commanding a stuffed animal to "1, 2, 3, GO!" and letting him slide down the

slide. Help Pam to command the animal to go "Up, up, up" the slide, using good inflection. Child will then repeat the language she's heard. "Sit down, Dog." "Listen" "one, two, three, GO!" Repeat this activity as long as child enjoys it.

February: Session II

Activity: Making play dough.

Goal: To introduce language beyond the child's present expressive level for imitation, using an activity for motivation.

Objectives:

(Method and Language)

1. Pam will imitate many new words she is not able to produce spontaneously.

2. Reinforcement of sequencing through conversation. (Teacher will say, "First we need a big bowl" and see if child responds. If not, help her.

   a. "Here's the flour. We need two cups." "Pour the flour. That's enough."

   b. "Get the salt. We need half a cup." (using eye clues)

   c. "I'll pour two tablespoons of oil. You hold the spoon (handing it to her)".

   d. "Turn on the water. We need a cup of water," holding out the cup.

   e. "What color do you want, green or blue?"

   f. Encourage child to reply, "I want blue". (Tell the child to mix the dough. Take turns.)

3. Introduction of present participle of verbs. ("You're rolling the dough." "I'm pounding." "I'm making a dog." "What did you make?" Let child answer and have her use full sentence, parroting if necessary. "I made a turtle."

4. Pam will use the expressive language she knows, as appropriate. (Pam said, "I'll do it." "Sit down, Mama." "I want green.")

5. Mother will explore new ways to expand the same activity at home. (Make different shaped mouths out of play dough in shape of vowel sounds. Have Pam imitate the sounds, shaping her mouth the same way.)

February: Session III

Activity: Use picture cards and M and M's.

Goal: To encourage Pam to listen for more than one idea expressed orally.

Objectives:

1. Pam will understand what is expected of her during an activity. ("Mother put a yellow M and M on the flower.")
2. Pam will demonstrate her understanding of the concept "flower" "chair", etc., by pointing and saying the word spontaneously. (Pam was asked "What's that?" and she replied, "Dat a chair." At this point she was using the full phrase, including functor words.)
3. Pam will respond to spoken questions presented auditorially and without use of visual clues. ("Pam, can you give me the flower?", etc. Move to different parts of the room, different distances from child. Let child pretend to be the teacher with mother's help.) (Reversed roles.)

February: Session IV

Activity: Pasting parts of body of an animal on sheet of paper.

Goal: Reinforcement of concepts of parts of the body. Encouragement of child to make comparisons by offering child choices.

Objectives:

1. Pam will show awareness of differences in size by performing certain actions. (Introduction of 'big' and 'little'. "Here's a big elephant." "Here's a small one." Look for other things in the room that are big and little: chairs, table, toys, etc. Pretend to walk like an elephant. Let child find the eyes, trunk, legs, tail, ears, holding up parts of second elephant as clue when necessary. Compare size to her own features.
2. Pam will parrot certain phrases not in her spontaneous expressive vocabulary. (Talk about property of the glue she is using to paste elephant's eyes, ears, etc. "It smells funny." (Encourage Pam to parrot the sentence. "It comes out fast." "That's enough," etc. Encourage Pam to ask, "I want more glue," by taking it away and putting it on shelf before she has finished. Let Pam

decide what color flowers she wants to paste on elephant's back. "Do you want pink or red flowers?" "I want the red flower," etc.)

March: Session I

Activity: Rhyming picture cards.

Goal: Playing a game with words that sound alike, for fine auditory discrimination.

Objectives:

1. Pam will demonstrate knowledge of the words involved in the game by responding verbally when asked. ("What's that?" "That's a cat", etc.
2. Pam will respond correctly to five or six commands given through the auditory modality alone. (Giving the commands behind her back. "Find the cat." And when she does, encouraging her to say, "I found the cat." "Find the boat." "I found the boat." "Where's the coat?" "I found the coat." Then increase the difficulty of the game by asking her for three rhyming words--cat, hat, rat. Tell Pam they all sound the same. Have her listen and say them again. If Pam were older, the printed symbol could be printed under each picture so that she could see that only the initial consonants was different.
3. Mother will begin a rhyming scrapbook and file cards for Pam to play with at home and with her older brother.

March: Session II

Activity: Paint fingernails.

Goal: Increasing awareness of self-image. New activity stimulating use of expressive language.

Objectives:

1. Mother will correctly identify two objectives for herself and her child to be met through this activity.
2. Mother will identify correctly two concepts that can be introduced and reinforced through this activity.
3. Mother will identify new language which can be presented for Pam to imitate. (Use the word "different." Mother's hand is big.

"Pam's hand is little. They're different. They're not the same." "This color polish is different from this one. This is pink polish. That's red polish. They're not the same. They're different." Method: Introduce activity by saying:

a. "First we'll wash our hands. Next, we'll open the polish."

b. Ask Pam questions. "Where's your thumb? How many fingers have you?" "What are you doing?"

c. Tell her that she smeared the polish and that the polish is sticky; that her nails are pretty.

d. Encourage child to use all the new words in a phrase imitating mother's or teacher's model.

e. Have mother jot down all the new vocabulary introduced so she can reinforce them at home.

March: Session III

Activity: Paste a bunny.

Goal: Introduce shapes through an enjoyable experience.

Objectives:

1. Encourage spontaneous expression of vocabulary Pam knows.
2. Pam will be exposed to new vocabulary through play experience. (Use a round circle for the bunny's face. Talk about Pam's round face. Look for other things in the room that are round. Encourage Pam to say, "I found a round ball. I found a round ....", etc. Use smaller circles for eyes. Use a triangle for a nose. Give Pam a square for the rabbit's body after pasting on the ears. Talk about squares. Find things in the room that are square. Have Pam complete a shape puzzle, parroting after the teacher, "Here's a square," etc.
3. Pam will demonstrate initiative and creativity in making objects out of squares, circles and triangles (cardboard), shapes of different sizes. (Mother can make one first and ask child, "What's that?" and have child guess what it is. Send home these cardboard shapes with Pam so that she can have big brother enjoy the activity with her).

4. Mother will reinforce new vocabulary at home through play activities. ("Is this a square?" "No!" "Is this a circle?" "Is it round?" "Yes!", etc.

March: Session IV

Activity: A tea party.

Goal: Develop good self-image and manners during an enjoyable activity.

Objectives:

1. Pam will demonstrate comprehension of commands without using visual clues. (Language presented while standing behind Pam. "Let's set the table. Find three cups." "Get three spoons." "Pass the napkins." "Pour the juice, please." Mother will say, "Please pass the cookies," and then add, "Thank you." Pam will be encouraged to ask, "I want a cookie, please." "Thank you." The teacher will then add, "You're welcome."
2. Mother will reinforce Pam's verbal request for something by giving it to her if appropriate, and encourage her imitation of "please" and "thank you".

April: Session I

Activity: Walk to the store

Goal: To develop awareness of safety rules connected with traffic lights.

Objectives:

1. Pam will respond to spoken directions and demonstrate her comprehension by carrying them out. ("Get your coat, Pam." "Button your buttons." "We're going to the store. We need some ice cream." Mother will say, "Hold my hand. Now we have to stop. The light is red. Now we can go. The light is green."
2. Pam will participate in activities to reinforce the concepts of stop and go as related to traffic lights. (Same language repeated as mother and child and teacher return from store. Mother and Pam will make a stop light for Pam to take home, from a milk carton.
3. Mother will include older brother, Paul, in reinforcement activities. (Mother will encourage both children to play a game while

on their tricycles. Mother, Pam and Paul will take turns being policeman and turning the milk-carton sign from "stop" to "go". The concepts will be further reinforced when the family is in the car by encouraging Pam to tell the driver when to "stop" and "go".

April: Session II

Activity: Playing with Playschool Airplane and top people.

Goal: To encourage child to learn new spatial concepts and to review familiar ones.

Objectives:

1. Teacher will demonstrate to mother how a toy can be used to teach new concepts. (In this case, the prepositions next to, under, over.)

2. Mother will observe and report to what degree Pam is **demonstrating comprehension by carrying out commands. (Give child a toy figure** of "Daddy" and tell her to make him sit down next to the window, on the airplane. "Paul wants to go in the plane. Put Paul next to Daddy." Help Pam fly the plane over the table. "Put the plane under the chair. Push the plane off the table", etc. If Pam can follow these commands, praise her. If not, show her what is wanted and repeat the language.

3. Mother will describe three ways in which these spatial concepts can be reinforced through home activities. (Find pictures of children in a box, on top of a bed, under a tent, for scrapbook, etc.)

April: Session III

Activity: Talk about pictures that convey feelings.

Goal: To give a child experience in using language that expresses emotions, with appropriate inflection.

Objectives:

1. Pam will repeat key phrases presented by teacher or mother. (Use pictures that show sadness and happiness through actions and facial expression. Tell the child a story about each picture. "The boy broke his train. See, the wheel came off. The seat fell off. He can't fix it. He's sad. He said, "Daddy, help me!" "He's sad." Have child repeat key phrase, "He's sad," imitating teacher's

inflection, or "He's mad." He said, "Darn it, I'm mad."

2. Pam will demonstrate two out of three times that she understands the expression through pointing to the correct picture. (Behind the child's back, or with mouth covered, see if Pam can identify the correct picture when the story is repeated. This activity can be repeated at the next visit to check and see if Pam can recall the appropriate phrases and attempt them without the teacher's models. If not, the teacher should present them again in short phrases.

3. Mother will express her feelings connected with certain activities through verbal phrases, "I'm happy," or "I'm sad." (or "angry") Mother can tell Pam how she seems to feel, when the appropriate situation arises. "You're angry." "I'm happy. You're happy, too." "Paul's not happy, Paul's sad. He lost his football," etc.

April: Session IV

Activity: Act out a new nursery rhyme and review old ones.

Goal: To encourage the fun of pretending and the use of large muscles.

Objectives:

1. Pam will show imagination and pleasure while getting involved in pretense. (Jack be nimble, Jack be quick, etc.)

2. Mother will repeat the activities at home, for Daddy's benefit, to reinforce the learning experience and vocabulary associated with it. (Show Pam a picture of a boy jumping over a candlestick. Recite the rhyme for her, one line at a time, encouraging her to imitate it after the teacher's model. Have a candlestick in an obvious place for Pam to find. Light the candle. Have her tell mother, "Be careful. It's hot", modelling teacher's phrase. Position Pam ready for action. While Mother and teacher recite rhyme, Pam waits until she hears, "Jumped over the candlestick" and then she will be encouraged to jump. Teacher and mother take turns with child, jumping over the candlestick at the appropriate words. "Mother jumped. I jumped. You jumped." Ask child what she is doing. If she does not volunteer, provide words and encourage imitation.... Jump around the room....

Reinforce old nursery rhymes for auditory memory and pretending. "Humpty Dumpty", "Miss Muffet", "Jack and Jill."

May: Session I

Activity: Same material and games utilized in November session.

Goal: To determine child's progress in stage of language development in five months' time, as well as motoric, physical and cognitive realms.

The teacher's informal systematic assessment is a valuable supplement to formal testing and video-taping which provide a speech and language sample for objective analysis.

Method: Use the same materials as in November session to measure gains in receptive and expressive language; classification; size, shape and form discrimination; spatial concepts; sentence length and complexity; ability to ask and answer questions; balance, fine motor coordination, and child's length of attention span.

Objectives:

1. Mother will identify and analyze, with teacher's help, the growth child has made in each area.
2. Mother and teacher will agree on specific areas of concentration for home support during the coming months.

Use of the Weekly Progress Report and assessment scales found under Evaluation will be used to assist in the writing of a final report on the child for the year just concluding and should be kept in his permanent file for future comparisons.

May: Session II

Activity: Plant seeds.

Goal: Child will absorb the dimensions of the concept "growing" through participation in an activity.

Objectives:

1. Teacher will use familiar vocabulary to stimulate verbal responses from the child.
2. Conversation will be presented through the auditory channel alone to stimulate free comprehension.

3. The pronoun "we" will be introduced in appropriate conversation connected with activity. ("We're going to plant seeds. We need some dirt. Open the package of seeds. The seeds are tiny. They're small. Make five holes with your finger. We can count, 1, 2, 3, 4, 5. Here's a seed. Put it in the hole. Here's another seed. We need some more dirt." Ask child to repeat phrases or pause for her to use free expression. "Cover the seeds. Seeds need water and sunshine. Pour the water.")

   Mother will continue this type of activity at home. She will have child water the plant and watch it grow. "The plant is growing. It's little." Later, "The plant is growing bigger. It's bigger. We have a pretty plant."

   Teacher will talk about other things that grow; (illustrated) babies, animals, flowers, trees. Use pictures, sequence stories, books, action games to illustrate growing. Mother can also measure Pam and Paul periodically and mark their height on a wall behind the door, so they can be aware of the visible signs of "growing."

May: Session III

Activity: Final video tape of the year. (See October video-tape session.)

Goal: To assess positive changes in parent/child relationship and assess developmental changes in child from beginning to end of the year.

Objectives: (This is a full morning session)

1. Mother will view video-tape of October and May and identify changes in her confidence and competence level in direction of child.
2. Mother will look for changes and progress in the following areas of child development:
   a. behavior and attention span
   b. growth in vocabulary
   c. use of free expression
   d. skill in listening
   e. quality of mother/child interaction
   f. mother's handling of child
   g. mother's expansion of child's language
   h. mother's intonation and inflection patterns

Discussion will follow, with teacher suggestions to mother for ways in which she can encourage self-motivation in child to stimulate self-expression through verbal communication.

May: Session IV

Final guidance session of the year. Teacher can use this opportunity to bring the Watson-Pickle and Boone scales up to date, with mother's input as a valuable addition, discuss summer plans for Pam. Additional suggestions will be offered for ongoing auditory stimulation and discrimination, introduction of new functional concepts and vocabulary connected with summertime activities, safety rules, seasonal changes, family fun, trips, etc. Mother will be reminded to keep up her notebook and Pam's scrapbook. Future plans for Pam can also be projected for Fall, including placement in a nursery school for hearing children.

Teacher's Note: At the end of the year, Pam's expressive vocabulary nearly approximated that of a hearing 3 year old child. She was using four-word sentences, listening and responding to directions and conversation from all parts of a room and had an auditory memory span of phrases using four or five words which contain more than one idea.

EXPERIENCE CHARTS*

Experience Charts, or the written expression of a child's experience, are experience stories and as such are a tool to improve all aspects of the child's language and speech. Although they are teacher designed, the content is based upon the actual experience by a child or children, usually in a school-based setting. Thus, they incorporate the sentence structure and language the teacher wishes to teach.

Objectives:

1. To provide a child with a permanent expression of ideas in printed form which relate to his own experience.
2. To encourage the child to make a verbal expression, however primitive, and to show him such expression is necessary, manipulative, and rewarding.
3. To develop skills in auditory attention, discrimination and auditory memory.
4. To improve the rhythm, pitch, and intonation patterns of speech.
5. To improve skills in speechreading.
6. To increase the child's comprehension of thought units ("ideo-receptive reading", as Professor Armin Lowe of Heidelberg University labels it.)

Mrs. Jean Moog, of Central Institute for the Deaf, reminds us that one important objective is reading readiness, giving the child opportunity to learn:

a. Left to right progression
b. Printed letters have meaning
c. Names can be recognized in print as well as through speech
d. Matching letters and words is meaningful because it is connected with the child's memory of his personal experience

Rationale: Here is the opportunity for a child to become aware of words with low acoustic power or low visibility. A story chart provides repetition of sentences and frequent review which enables language to be processed through the child's auditory and vocal mechanism so that he begins to pay attention to the structural principles of language and gradually to incorporate them into spontaneous expressive language.

Frequently, the most appealing stories are the unexpected ones! Laurie was carrying bubble water ever so carefully when the bowl slipped out of her hands. There were bubbles everywhere--on the plants, in Michael's hair, on Laurie's fingers and floating in the air.

Caution: Experience stories, in chart form, are expendable. They are not usable the following year. Children may wish to take home their favorite charts and share the "reading" with their family at the end of the term.

*Based on the philosophy and instructional techniques developed and utilized in the Preprimary Department of Central Institute for the Deaf, St. Louis.

PROCEDURE FOR EXPERIENCE CHARTS

The first day:

1. Present activity with its accompanying language. Teacher decides on language which she wants included and concept which she wishes to develop. Activity is selected accordingly.

CONCEPT: Dressing up.

PURPOSE: To develop concepts of names of different articles of clothing, comparative sizes, textures, colors, and that dressing up can make verbal language meaningful and fun.

To develop from the activity a chart story for later review, further auditory training, and lipreading.

DEVELOPMENT OF THE ACTIVITY: Have all materials such as large jacket, gloves, an Indian head-dress, flowered hat, etc., in a box. A mirror should be provided.

The teacher should have one child come up at a time to reach into the box and take something out. He puts it on, looks into the mirror, may give it to another child to try on, or chooses something else. The teacher makes appropriate comments using language she has decided ahead of time to introduce. For example: "The sleeves are too long!" "Susy's hat has yellow flowers on it."

After each child has had a turn and is still wearing his selection, the teacher may take a group polaroid picture, form a parade, or visit another room.

2. Recapitulate language highlight by printing them on the board, an overhead projector, or on sentence cards. Encourage children to contribute to descriptions of experience.

3. Encourage each child to read the story, imitating the teacher's model as she reads one sentence at a time.

The second day:

Present the chart in printed form, complete with illustrations.

SENTENCE CARDS

Sentence cards are a useful tool to precede the introduction of Experience Charts.

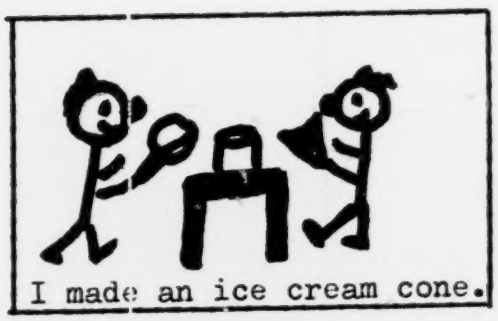
The following general principles obtain:

1. The sentence stems from a first-hand experience involving the child. (Example: making and eating ice cream cones.)

2. The sentence is of manageable length and sytactic composition for the child to imitate, patterning his speech after the teacher's model.

3. A picture always illustrates the sentence.

4. Two or more sentence cards may be used simultaneously for contrast in length, intonation, phrasing.



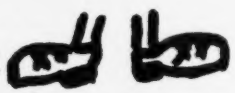
LEVEL 1

Dressing Up

Kenny held the box.

Bobby put on a hat.

Becky's shoes were too big!



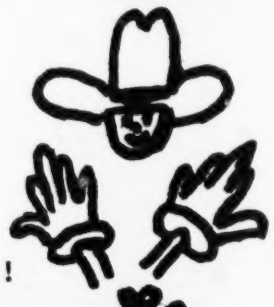
Tony laughed, Ha-ha-ha!

LEVEL 2

Dressing Up

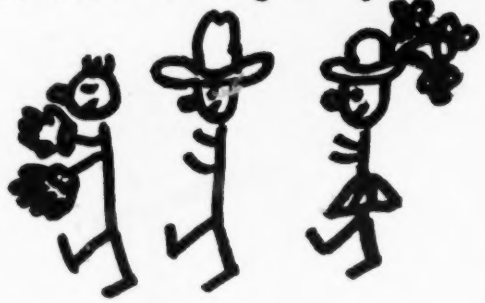
Becky's hat had three flowers.

John was a cowboy.



Tommy's gloves were too big!

Let's march!



LEVEL 3

<u>Dressing Up</u>

Becky wore a pretty yellow dress.

Paul put on a cowboy hat and tie.

The sleeves on Chris' coat were too long.

Kenny didn't like anything.

There were paint spots all over Barry's shirt.

Kappy looked funny!

2. Review the language, each child reading it alone after group work with teacher support and assistance.

3. Review the chart, proceeding from emphasis upon speechreading to emphasis upon the prosodic patterns of speech (rhythm, rate, duration, intonation patterns) and auditory attention and retention.

A chart need not be completely learned before the next chart is introduced. One or two charts should be presented in a week. More than one chart may be used simultaneously after initial introduction.

Language: The language should be slightly above (about one year) the child's natural expression and utilize a variety of snytactic structures on a single chart. Thus the language constructs will vary from Subject-Verb or Subject-Verb-Object to Indirect Discourse (told-that; asked-if) according to the developmental level of the child.

Sequence of Teacher-Child Interaction: A child will not be able to repeat a teacher's model in a single attempt. The sequential steps toward patterning may be seen in these illustrations.

I.		II.	
Teacher:	A squirrel ran up a tree.	Teacher:	Joe swept the floor.
Child:	squirruh ree	Child:	I flooh.
Teacher:	A squirrel ran.	Teacher:	I swept the floor.
Child:	squirruh ran.	Child:	I swllp floh.
Teacher:	Up a tree	Teacher:	I swept
Child:	up a ree	Child:	I sweph
Teacher:	A squirrel ran up a tree.	Teacher:	the floor
Child:	squirruh rah up ree.	Child:	the flooh
Teacher:	A squirrel ran up a tree.	Teacher:	I swept the floor.
Child:	A squirruh rah up a ree.	Child:	I sweph the flooh.
Teacher:	Good for you! That's fine.	Teacher:	That's fine!

N.B. The emphasis is upon language, not speech, and auditory memory.

USE OF CHART:

1. Introduction (create excitement and enthusiasm about chart; children may guess.)
2. Go through entire chart quickly. (only 3 or 4 children should work with the chart at one time.)
3. The chief concerns on the initial presentation are getting some indications that the group comprehends what the chart is about and tying up the pictures and print with auditory and speech-reading patterns.
4. Read one sentence. Have a child imitate it and find it on the chart.
5. Children learn the sentences through seeing and hearing them first and then through the auditory channel alone.

SUGGESTED SEQUENCE:

1. Teacher says a sentence and calls upon a child to repeat the sentence.
2. Child says the sentence with sequential attempts at patterning after finding it on the chart. (This procedure may be reversed.)
3. When working on imitation, the teacher may be:

(a) Trying to develop timing, intonation, articulation or any combination.
(b) Increasing auditory memory span.
(c) Helping child to imitate by breaking the sentence into thought units.

A REMINDER: The emphasis in chart work and sentence cards is upon closer approximations of the language involved, not the perfection of articulation.

The goal is flow and rhythm of speech in connected discourse.

THE PROGRESSION IS: sees it, hears it, attempts to say it.

USE OF SENTENCE CARDS:

1. Sentences for cards are taken from various experience charts or events that are interesting to all the children. (Sentences should always be one step above the language level of the children.)
2. Sentence cards always have a picture on them.
3. Begin with two sentences containing something the child already knows but that are different in length, timing, and intonation patterns.

PROCEDURE:

1. Teacher selects three or four sentence cards, reads them to the children, and then puts them either on the board or on the floor in front of her.
2. After calling on a child, the teacher presents the model auditorily and visually. The child then selects the proper card.
3. She may vary this later on by covering her mouth and repeating the sentence, or she may have the child find more than one sentence.
4. Each time the child is expected to imitate the sentence to the best of his ability. This may involve breaking the sentence into smaller units and child may have to make many attempts before he is able to imitate correctly.

SUMMARY:

Charts are for auditory discrimination and memory span, lipreading, reading readiness, processing language and speech, and concept development.

Child begins: 1. vocalization
2. approximating length
3. approximating intonation
4. approximating one or more words

5. approximating most of the pattern up to so many units
6. approximating all of the pattern.

Charts should be interesting and challenging (about a year above the child's spontaneous level of expressive language.)

Sentence cards are most useful at the three or four year level. They also may be used as an adjunct to experience charts at these levels, being drawn from several different charts.

AUDITORY TRAINING *

Audition is a word, an attitude, an atmosphere and a process of listening purposefully in communication with others through conversation.

Goal: The sense of hearing integrated into every aspect of the child's total personality development and his interpersonal relationships. The use of sound for communication.

Objectives: Teacher

1. An attitude of natural interest, caring and playfulness.
2. An individually prescriptive program for each child in the development of initial auditory skills, moving sequently and freely from babbling and voice games to words and sentences.
3. Activities appropriate to the child's age, developmental and interest level and thus meaningful to him, for encouragement of long-term memory.
4. The guidance of a parent to apply and reinforce appropriate listening behaviors and skills at home.

Objectives: Parent

1. Ability to capitalize on environmental sounds of potential interest to the child, calling his attention to them and utilizing natural conversation connected with his experiences to develop a listening function.
2. Ability to report the evidence of listening behavior and response to sound by a child in his home and neighborhood.

Objectives: Child

1. Development of an auditory feedback mechanism so that the child recognizes the sounds he makes and that are made by others: individuals and objects.
2. Ability to monitor his own voice in terms of pitch, duration, intensity, intonation patterns.
3. Development of hearing perception, through the following sequence:[1]

[1]Pollack, Doreen Educational audiology for the limited hearing infant. Springfield, Illinois. Charles Thomas, 1970.

*Oriented to the philosophy and instructional techniques utilized by Doreen Pollack, Director, Speech and Hearing Services, Porter Memorial Hospital, Denver

(from Pollack, D. Educational audiology for the limited hearing infant) p. 75-76.

A. Awareness of loud and quiet sounds.

B. Learning to attend, or listen to a variety of sounds.

C. Localizing the source of these sounds (associating object with sound)

D. Recognizing these sounds (i.e. knowing the meaning of them).

E. Reacting appropriately to them.

F. Imitating or using them.

Important Note:

Prior to any auditory training, two conditions must obtain:

1. The child must show some awareness, a look or a verbal response to sound, including conversation.

2. The child must give evidence of searching for a sound, not true localization but turning and seeming to wonder "what is that?" If he does not, it is a diagnostic warning signal.

3. Diagnostic observation: if the child is intact auditorially but delayed in motor development, keep this in mind. Systematic informal teacher analysis of the child's developmental levels: motoric, intellectual, social, physical determines the objectives and expectations for each child.

The Core of Listening Experiences

(from Pollack, D. Educational audiology for the limited hearing infant) p.76

1. Vocal play
2. Music
3. Noisemakers
4. Other environmental sounds
5. Prespeech activities
6. Speech and language

Activities relate to the developmental level of the child and depend upon a teacher's informal systematic analysis for expansion or modification of activities designed to meet individual behavioral objectives for each child.

Levine, E. Youth in a soundless world, New York, New York University Press, 1956. Dr. Levine observes that a child becomes a conceptualized

being before he becomes a verbalized being. Sounds, therefore, have meaning -- footsteps, music, rattle, bottle, doorbell, etc., and this auditory experience seems to prepare the child for spoken language, in terms of its having auditory meaning to him.

Depending upon the developmental level of the child when he is fitted with one or two hearing aids, the following activities are samples of appropriate beginnings for auditory training and should be repeated and reinforced.

1. Reflexive level - physiological level of awareness.

   Activities:

   A. Normal human voice (all around the child)

      1. talking
      2. singing
      3. cooing
      4. calling
      5. playing games (pat-a-cake, peek-a-boo, etc.)

   B. Noisemakers

      1. crib toys
      2. horns
      3. bells
      4. musical instruments
      5. music boxes
      6. push-pull toys
      7. container (can) of things that rattle

   C. Environmental and gross sounds

      1. electrical appliances
      2. alarm clocks
      3. stove timers
      4. door bell
      5. slamming doors
      6. telephone
      7. motorcycles
      8. running water
      9. flushing toilet

10. television
11. radios
12. barking dogs

2. Attending to sound

The child is aware there is a sound outside of himself but he may not know its identity or source.

Activities:

At this point activities revolve around helping the child identify the sound and sound source immediately.

A. Hide noisemakers in a box (horn, bell, musical instrument). The teacher, parent or animal puppet makes appropriate sound. Child is encouraged to imitate activity.

B. Knocking on door
Teacher or parent plays game with child knocking on and answering door with appropriate language.

C. Answering telephone
Stage telephone call from friend, having child close by phone. When mother sees child's awareness of ring, she says, "I hear something." "The telephone is ringing." "Do you hear it?" "Let's answer it." "Say, 'hello'".

Similar types of activities can be used to identify all gross sounds which are part of the child's familiar environment.

3. Orienting or localizing

The preceding activities can also be used to encourage and teach the child to localize the source of sound.

4. Associating sounds with meaning.
Child needs to learn that sounds have meaning.

A. Environment

He begins to associate mother's voice with mother and certain environmental sounds with their sources.

1. rattle of pots and pans means that mother is washing dishes
2. running water means it's time for a bath
3. power mower means Daddy is cutting the grass

B. Child's own voice

He needs to learn that he can use his own voice to manipulate his environment, to create change to satisfy himself and others.

C. Inflections

Eventually the child will be able to discriminate the meaning of inflectional patterns -- joy, anger, questions.

5. Distance Hearing

Parent or teacher should begin to increase distance between child and sound source.

Activities:

A. Mother calling child from increasing distances.

B. Play game "Hide and Seek".

C. Marching to drum (or other musical instrument), stopping on absence of sound.

D. Alarm clock -- hiding preset alarm clock -- looking for source of ring when it sounds

6. Auditory Feedback

Imitative vocal play and babbling. This includes child recognizing sound he makes and monitoring his own voice volume, duration and pitch.

Activities:

A. Pretending to be animals (woof, woof, for dog).

B. Mother says "Up, up, up." Child imitates rising inflection.

C. Child tries to sing.

D. Child tries to whisper.

7. Discrimination and recognition

As child learns to discriminate and recognize sound he is also taught the proper response (activity).

Activities:

A. If child hears a dog barking outside the door he will let him in.

B. If he hears mother calling he turns around or runs to her.

C. The child, when exposed to sound of three instruments behind his back can select the one making the sound and reproduce it.

8. Echolalia and imitation (a pre-symbolic state of imitating or repeating, generally without comprehension.)

This is an important step in auditory training and should be encouraged.

A. Imitative vocal play (repeating without meaning)

1. vowels
2. airplane noise
3. nonsense sounds

B. Sequence

1. vocal play
2. babbling
3. vowels
4. consonants
5. multi-syllables
6. words
7. short sentences

Activities:

Teacher or child, when engaged in activities such as pouring, sets a pattern and encourages child to imitate ("pour, pour, pour").

Pattern for Adult: speak....pause....wait for child's response (physical)....react (speak again).

Note: imitation refers to total activity, not just sounds.

Example: jumping rope at the time an adult says, "jump, jump, jump" with varied inflection.

9. Symbolic language

There is a sequence to the learning of symbolic language.

A. Functional words

1. "bye, bye"
2. "no"
3. "come"
4. "up, up"
5. "more"
6. "all gone"

B. Adjectives

1. pretty shoes
2. nice mama
3. big ball

C. Verbs (presented initially as a one-word command and gradually expanded.)

1. (Mama) come (come here!)
2. Stop (Stop it!)
3. Go (You can go)

D. Increased vocabulary

1. Naming things
2. Noun phrases
3. Verb phrases
4. Prepositional phrases
5. Complete sentence

Note: It is important to stop and test periodically to see whether child is really listening and associating meaningfully.

10. Development of auditory memory span and auditory sequencing.

Quite a slow process.

Child repeats two word combinations.
"Daddy's shoe....Mama's shoe....Baby's shoe....No shoe!

Teacher, showing picture. "What's that?"
Child: "Whazzat?"
Teacher: "That's a ball".

Teacher: "What's the boy doing?"
Child: "Boy sitting."

Teacher: "What's the boy got?"
Child: "Boy got a ball".

Feeding in the syntactic patterns of our language.
Teacher....Stand back....Child...."tan bah'.

In each instance of auditory training, the personality of the child, the degree of family support, the age of onset of loss modify the expected responses. Other factors being equal, the child with a moderate loss should achieve more rapidly.

A SEQUENCE OF AUDITORY LEARNING OBJECTIVES FOR HEARING-IMPAIRED CHILDREN

The following developmental sequence of auditory behavior is intended to assist the parent-counselor or therapist in developing appropriate expectations for the pre-primary hearing-impaired child.

The Parent-counselor or therapist should expect that initial audiological evaluation has been accomplished and that a hearing aid has been recommended before the child was referred for educational services. Occasionally a child may be referred for diagnostic therapy but in that instance a separate individual statement of objectives should be developed. The sequence of objectives also presupposes a hearing-impaired, not multihandicapped child. In the presence of additional significant handicaps, all expectations must be modified to some extent.

All age expectations have been dated from the time of adequate hearing-aid usage. In some instances the child's chronological age may be an important factor. For example, no matter when hearing-aid usage is established a specified auditory behavior will not appear earlier than the age expectation for normal-hearing children. However, in general, the time sequence subsequently stated is in terms of severity of hearing loss and duration of hearing-aid usage (hearing age). In most cases we should find that the more severe the hearing loss, the earlier the diagnosis and provision of amplification. When a profound impairment is identified very late or a mild one very early, the time sequence based on duration of hearing-aid usage may require extensive alteration.

The suggested time sequence of expectations is based on clinical prediction simply because no other data are available to our knowledge.

We, therefore, can expect to err, but we also have an opportunity to modify our predictions based on empirical observations of children in the program. A word of caution is necessary. Never assume that a child's performance is necessarily limited by the audiogram that describes only one parameter of his hearing impairment. It is unfortunately true that if our expectations are too low the child may not progress as rapidly as his potential would allow.

Definitions

All labels applied to severity of hearing loss are based on arbitrary definitions and all of the players in this "name game" may vary the rules from time to time. The following labels are based on a three-frequency pure-tone average and assume a stable sensorineural hearing loss of early onset. These labels will not provide a good "fit" for conductive hearing losses, adventitious losses, or unusual audiometric configurations such as the ski-slope, saucer, or peaked curve. All labels apply to the best ear. The hearing loss will be described as:

Mild:	less than 45 dB pure-tone average (pta) re ISO 1964
Moderate:	45 - 70 dB pta
Severe:	75 - 90 dB pta
Profound:	95 with residual hearing at 1000 cps. or above
Deaf:	vibrotactile responses in the lower frequencies only

Amplified Hearing

Optimally a hearing aid provides the child with near-normal hearing thresholds. This aided result, however, varies considerably from child to child. The differences appear to be dependent on several factors.

First, the less distortion present in a child's auditory system, the better will be listening performance with a hearing aid. Second, the more a child listens with his hearing aid, the better he will recognize the significance of the various sounds he perceives. Children can learn to recognize minimal auditory differences when sufficient practice is combined with prompt reinforcement of appropriate responses.

When the audiologist evaluates listening performance with an aid, the child's responses to both speech and pure-tone signals may be assessed. Often the child's aided response to speech (speech detection, awareness, or reception threshold) will be better than his aided pure-tone thresholds. In addition, each of these detection measures should improve with more listening practice. For example, a child with a severe hearing loss may give an aided speech detection threshold of 60 dB HL (a loud conversational level) after only one month of hearing-aid usage. The same child, after one year of hearing-aid usage, may give an aided speech detection threshold of 25 dB HL (a whisper level). Discrimination for gross differences in speech will also improve over the same time period.

It is essential to maintain the child's hearing aid in good working order. When the aid is malfunctioning the child not only fails to learn new material but may also learn not to listen. Adequate maintenance requires the combined efforts of parents, therapist, hearing-aid dealer, and audiologist. Parents must check the aid every day to be certain that it is functioning properly. The teacher or therapist should also listen to the aid at every session and if the child fails to respond to average loud conversational speech in a quiet room an inoperable aid should be suspected. The audiologist is responsible for regularly re-evaluating the adequacy of the child's aid for his hearing impairment.

Generally, the use of other amplifying systems (auditory trainers, loop systems, etc.) is not recommended for the preschool child. One reason for limiting training to use of the child's own aid is the uncertainty of transfer of learning from one system to another. In addition, recent studies have indicated that many of the special systems are not as reliable as the individual hearing aid.

Use of Auditory Objective Scale

The following list of auditory objectives describes the behavior by which the attainment of a specific skill can be inferred. The time scale is intended for predictive and evaluative use in the sense that progress of an individual child may be rated as unsatisfactory, satisfactory, or superior. The specified time expectation should be considered as an upper limit; if the child lags behind this expectation his status should be re-evaluated. Perhaps other significant handicaps are slowing his progress, or hearing-aid usage is inadequate, or hearing has changed, or his home environment does not reinforce listening. We have not described techniques for developing or teaching these auditory skills. For example, we are not suggesting that the parent or teacher use jargon to develop jargon in the child -- the child produces jargon only after sufficient interesting exposure to well-inflected, connected English speech. Appropriate listening activities are suggested in the curriculum materials.

Objectives

1. Adequate hearing-aid usage.

   Behaviors: (all of the following)
   Full-time usage (all waking hours) within six weeks after aid is

obtained. Properly functioning aid as determined by daily listening trial by parent or substitute, routine check by teacher whenever child is seen, three-month check by hearing-aid dealer, and regularly scheduled check by audiologist.

2. Simple appreciation of amplified sound.

   Behaviors: (any one of the following)

   a. vocalization increases when aid is on, decreases when aid is off.
   b. child responds to loud voice at close range when aid is on by cessation of activity and/or searching.
   c. child "complains" when aid is on but inoperable.

A Sequence of Auditory Learning Objectives

for Hearing-Impaired Children

Expectations: (all based on duration of hearing-aid usage unless otherwise stated)

Mild:	immediate
Moderate:	immediate
Severe:	within 3 months
Profound:	within 6 months
Deaf:	may not

3. Discriminates difference between speech stimulus and ongoing environmental "noise" by searching for human source.

Mild:	immediate
Moderate:	within 6 weeks
Severe:	within 6 months
Profound:	12 - 18 months
Deaf:	may not

4. Discriminates difference between cheerful and angry voice.

   Behaviors: (all of the following)

   Uses "scolding"voice appropriately.

   Responds with appropriate gestures indicating anxiety or pleasure.

Expectations:

Mild:	immediate
Moderate:	within 3 months
Severe:	within 9 months
Profound:	18 - 24 months
Deaf:	may not

5. Responds to voice from another room.

Expectations:

Mild:	immediate
Moderate:	within 3 months
Severe:	12 - 18 months
Profound:	may not
Deaf:	will not

6. Has learned basic inflectional and other prosodic features of English.

Behavior:
Offers jargon with apparent intent to communicate and including question inflection.

Expectations:

Mild:	immediately, not before age 18 months
Moderate:	immediately, not before age 18 months
Severe:	6-12 months, not before age 18 months
Profound:	18 - 30 months
Deaf:	may not

7. Discriminates 1 vs. 2-syllable words in a closed rhythm and duration set without lipreading.

Behavior:
Consistently identifies by pointing to or picking out object, or by repeating, etc.

Expectations:

Mild:	immediately or as soon as words are learned
Moderate:	immediately or as soon as words are learned
Severe:	12 - 18 months

Profound: 18 - 30 months
Deaf: may not

8. Discriminates familiar words on basis of vowel differences.

Behavior: same as 7

Expectations:

Mild: immediately or as soon as words are learned
Moderate: immediately or as soon as words are learned
Severe: 18 - 24 months
Profound: within 36 months except for (i, si, e)
Deaf: may not

9. Discriminates familiar instructions without lipreading.

Behavior:
Consistently performs requested activity.

Expectations:

Mild: immediate
Moderate: 6 months
Severe: 18 - 24 months
Profound: may not, but will perform more consistently with auditory than without in 24 months
Deaf: will not

10. Discriminates novel instructions (familiar words), without lipreading.

Behavior: same as 9

Expectations:

Mild: 6 months
Moderate: 12 - 18 months
Severe: may not, but will perform more consistently with auditory than without in 24 months
Profound: same as severe in 36 months
Deaf: will not

11. Localization of sound source -- with binaural amplification only

Behavior:
Indicates sound source by turning or pointing without visual cues.

Expectations:

Mild:	within 3 months of binaural amplification
Moderate:	within 6 months of binaural amplification
Severe:	within 12 months of binaural amplification
Profound:	may not
Deaf:	will not

Secondary Objectives

1. Awareness of environmental sounds including train and motor noises, T.V., radio, animal noises, car horn, phone ring.

   Behavior: cessation of activity, searching for source, startle, or laughter.

   Expectations:

Mild:	immediate
Moderate:	immediate for most, 3-6 months for less intense, higher frequency sources
Severe:	6 months for most, 12 months for less intense, higher frequency sources
Profound:	6 months - 12 months for low frequency - high intensity sources; 12-24 months for less intense higher frequency sources.
Deaf:	6-12 months for motor noises, train and airplane; probably will not develop awareness of most other sounds.

2. Recognition of environmental sounds.

   Behavior: associates sound with source by pointing, reaching for object or reproducing sound with appropriate source.

   Expectations: (approximately same time range but necessarily preceded by 1.)

Mild:	immediate
Moderate:	same as 1.
Severe:	" " "
Profound:	" " "
Deaf:	" " "

3. Enjoyment of music.

Behavior: marking time, marching, dancing, "singing"

Expectations:

Mild:	immediate
Moderate:	immediate
Severe:	12-18 months
Profound:	18-30 months
Deaf:	may not

Anticipated Results

Accomplishment of objectives 1 and 2 only (out of 10, p. 143-147).

Results in speech: deliberate vocalization (examples: "testing" hearing aid, calling for attention), babbling during play, eventual production of a few highly visible and frequently used words. For older child -- "deaf" speech, usually combined with gesture, that is fairly intelligible to family and partly intelligible to others.

Results in other behavior: more noisy play, better attention span, more "in touch" with ongoing activities, less display of frustration.

Results in communication: dependent on visual information -- lipreading, reading, writing, gesture. May smile and nod to express understanding even wher he fails to comprehend.

Accomplishment of objectives 3-8, out of 10 (p. 143-147).

Results in speech: jargon-type speech with intent to communicate. For older child -- mostly intelligible to family, less dependent on gesture, fairly intelligible to others despite noticeable speech defect.

Results in other behavior: probably will "talk" incessantly and demand attention to his speech. Begins to distinguish voices of family members.

Results in communication: Will converse with fair to good success depending on familiarity of content. Should be able to hear differences in vowel sounds and some consonant sounds that are visually identical or obscure. Will depend on both lipreading and hearing to understand oral communication. Will understand some familiar spoken messages without lipreading. More likely to request repetition when he fails to understand.

Accomplishment of objectives 9 and 10, also 11 if binaural amplification:

Results in speech: repeats even unfamiliar words with good approximation. Entirely intelligible to family and mostly intelligible to others.

Results in other behavior: not readily distinguished from normal-hearing peers.

Results in communication: As listening practice increases dependency on lipreading decreases -- may not attend to lipreading cues except in difficult listening situations. More willing to converse with strangers. May appear inattentive at times rather than hearing-impaired.

A P P E N D I C E S

State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

CRITERIA FOR ADMISSION OF A THREE-YEAR OLD HEARING-IMPAIRED CHILD TO A REGULAR NURSERY SCHOOL

UNISTAPS* MODEL DEMONSTRATION PROJECT FOR
HEARING-IMPAIRED CHILDREN, 0-6,
AND THEIR PARENTS
(Funded by the U.S. Office of Education, Exemplary Early Childhood Education Centers for Handicapped Children, B.E.H., P.L. 90-538)

State Department of Education
Special Education Section
St. Paul, Minnesota 55101
Winifred H. Northcott, PhD., Project Director

*UNISTAPS = University of Minnesota, State Department of Education, Minneapolis Public Schools

Introduction: Minnesota's preschool hearing-impaired children are fortunate, for the definition of preschool is "the span of years beginning at birth, or as soon as the diagnosis of hearing loss is established, until age four when mandatory local school district responsibility begins". (M.S. 120.17, Subdivision 1)*

By legislative action of 1967, 1/2 unit of foundation aid was provided a local school district providing instruction to a hearing-impaired preschool child and his family. In 1971, the legislature authorized 1/2 unit of foundation aid for "prekindergarten handicapped children," regardless of disability. (M.S. 1969, Sect. 124.17, Subdivision 1)

Under the state plan (see * at bottom of page) state reimbursement is paid a local school district which offers a program including any or all of the following components:

1. Parent counseling and guidance; individual and group
2. Home visitation (family domicile or Demonstration Home)
3. In-service training of nursery teachers
4. Preschool group educational activities (Nursery School)
5. Parents' Workshop
6. Individual teaching of a preschool hearing-impaired child
7. Site visitation of a nursery school serving a hearing-impaired child

*...Educational Guidelines: A Family-Oriented Preschool Program for Hearing-Impaired Children in Minnesota. Approved by the State Board of Education, April, 1968.

Criteria for Admission to Nursery School

(as one component of a comprehensive Special Education Program)

1. A chronological age about 36 months

2. Adequate diagnosis of hearing loss

3. Medical and audiological evaluations

4. Full-time use of recommended hearing aid(s)

5. Enrollment of parents and hearing-impaired child in an individually prescriptive special education program for the child in the Minneapolis Public Schools

6. An appropriate nursery school which includes

   A. Facilities licensed by the State Department of Welfare

   B. Direct educational service to child by a teacher holding appropriate certification from the State Department of Education (nursery-kindergarten-primary levels)

   C. A curricular model providing opportunity for:

      a. peer group interaction
      b. an environment that encourages cognitive growth through appropriate materials and play-learning experiences
      c. Rich listening and speaking experience through adult and peer group stimulation

   D. Willingness of nursery staff to participate in statewide workshops, conferences with parents and special education personnel

   E. On-going dialogue to support parents through telephone conversation, conferences, written notes and encouragement of parent visitation

7. Availability of a suitable nursery school for an individual child based upon:

   A. Geographical proximity

   B. Payment of nursery school tuition by local school district of residence

   C. Pre-visit to nursery school (if this is first-time placement of a hearing-impaired child) for determination of suitability

      a. Teacher-pupil ratio (15 children maximum to one teacher and one aide)

      b. First-hand observation of a sample day (variety and substance)

      c. Knowledge of the general daily schedule

d. Personality of staff

8. Characteristics of the hearing-impaired child or his family

A. The audiogram is not the determinant. However, the degree of hearing loss must be considered in the educational expectations following placement

B. Inability of parents to provide an adequately stimulating oral home environment for one or more of these reasons:

a. deaf parents

b. motor and intellectual skills sufficient to participate in group activities (teacher observation, case conference)

c. no hearing siblings or neighborhood peers

State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

CRITERIA FOR CONTINUANCE OF A HEARING-IMPAIRED CHILD IN A REGULAR NURSERY SCHOOL: SIX MONTHS REVIEW

UNISTAPS* MODEL DEMONSTRATION PROJECT FOR
HEARING-IMPAIRED CHILDREN, 0-6,
AND THEIR PARENTS
(Funded by the U.S. Office of Education, Exemplary Early Childhood Education Centers for Handicapped Children, B.E.H., P.L. 90-538)

State Department of Education
Special Education Section
St. Paul, Minnesota 55101
Winifred H. Northcott, PhD., Project Director

*UNISTAPS = University of Minnesota, State Department of Education, Minneapolis Public Schools

1. Demonstrated growth in receptive and expressive language, determined by means of:

   A. Speech and language sample

      a. Audio-tape
      b. Video-tape

   B. Observation of special education teacher (program for the hearing-impaired) upon site visitation to nursery school

      a. Completion of check list: Teacher-Child Relationship

   C. Reported observations of nursery teacher in case conference

   D. Observations and report of parents

      a. Completion of check list: Structured Observation of a Child in School: Communication

   E. Developmental log kept by teacher

      a. Weekly Progress Report

   F. Differential Language Scale

   G. Boone Infant Speech and Language Scale

2. Demonstrated social and emotional growth

   A. Vineland Social Maturity Scale

   B. Improved peer group interaction

   C. Ability to impose control upon himself

   D. Ability to set and accept limitations

   E. Completion of check-list by parent and special education teacher

      a. Classroom Behavior: Social Interaction
      b. Structured Observation of a Child in School: social and emotional behavior; relationship with adults

3. Continued supplemental program of individual teaching (Infant Program, Whittier School) with emphasis upon:

   A. Sequential activities in the training of residual hearing

   B. Introduction of sentence cards and experience charts for reading readiness and ideo-receptive reading

4. Continued parent support: individual and group therapy; Fathers Only meetings.

   A. Individual and group therapy

   B. Fathers' Only meetings

   C. Group mothers' meetings

   D. Parent Education Program

   E. PIPS - support of parents new to program, by selected parents of older children (4-6)

5. Nursery school staff participation in special education in-service meetings

State of Minnesota

Department of Education
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St. Paul, Minnesota 55101

RESPONSIBILITIES OF PARENT COUNSELOR/TEACHER FOR HEARING-IMPAIRED CHILD PLACED IN REGULAR NURSERY SCHOOL

UNISTAPS* MODEL DEMONSTRATION PROJECT FOR
HEARING-IMPAIRED CHILDREN, 0-6,
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1. Support to regular nursery school teacher prior to entrance of hearing-impaired child.

   A. In-service meeting with other nursery school teachers who have previously integrated a hearing-impaired child

   B. Observation of mother/child interaction in Demonstration Home Setting (Infant Program, Whittier School, Minneapolis)

2. Site visit to nursery school and observation of child, first week of placement; monthly thereafter.

3. Completion of observation form: Teacher-Child Relationship

4. Continued Parent Support.

   A. Individual and group therapy

   B. Parent education program

5. Required parent observation in nursery school.

   A. Use of Parent-Observation form (check list)

   B. Periodic reports of nursery school observation to parent counselor/teacher

6. In-service training of parents enabling them to:

   A. Make meaningful observations

   B. Analyze how they might contribute to child's growth and development

7. Support to nursery school teachers

   A. Appropriate language and auditory stimulation (modelling, expansion)

   B. Selected pertinent articles and other printed material

   C. Techniques of observing and noting changes in hearing-impaired child's receptive and expressive language behavior and social patterns.

State of Minnesota

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CRITERIA FOR NON-RECOMMENDATION OF ENTRANCE OF A HEARING-IMPAIRED CHILD INTO A REGULAR NURSERY SCHOOL

UNISTAPS* MODEL DEMONSTRATION PROJECT FOR
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1. Late identification of hearing loss requiring an immediate and intensive special education program.

2. A severely multihandicapped child.

3. Extreme social and emotional immaturity.

4. Irregular hearing aid usage.